

# Jigsaws Childcare Limited

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY357625
<b>Inspection date</b>	09 April 2008
<b>Inspector</b>	Christine Snowdon
<b>Setting Address</b>	Kirk Fenton Parochial C of E Primary School, Main Street, Church Fenton, Tadcaster, North Yorkshire, LS24 9RF
<b>Telephone number</b>	01937 558951
<b>E-mail</b>	smith.h@tesco.net
<b>Registered person</b>	Jigsaws Childcare Limited
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Jigsaws Childcare Limited has been registered since July 2007. It is run and managed by a non-profit making company limited by guarantee. They operate from a portable building sited within the grounds of Kirk Fenton Parochial School, in Church Fenton in North Yorkshire. There is one large playroom which has a defined area for children under two years. Kitchen and toilet facilities are provided. There is a fully enclosed area for outside play.

The setting is registered to care for a maximum of 18 children aged from birth to under eight years. Older children also attend. The setting provides a variety of sessions including out of school care. Opening times are Monday to Friday from 07.30 until 18.00 and from 08.00 until 17.00 during school holidays.

The setting employs nine staff to work with the children. The manager and a good proportion of the staff hold relevant childcare qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean and well-maintained environment where they learn good hygiene practices. They stay healthy and thrive because staff follow the setting's policies and procedures. Children know to wash their hands before snack and after toileting; older and more-able children do so independently often without reminders from staff. For example, school-aged children go and wash their hands on arrival in readiness for their breakfast. The displaying of posters depicting hand washing and nappy changing routines further promotes good practice. There is a good proportion of staff trained in first aid. There are appropriate systems in place for the recording of any accidents and the administration of medication. However, parents are not asked to sign to acknowledge the entry once medication is given.

The setting provides healthy and nutritious breakfasts and snacks for children. For example, before going off to school the children enjoy cereals, toast or pancakes with milk or fresh orange juice to drink. A selection of carrot sticks, banana and grapes is enjoyed at snack times. Packed lunches are provided by the parents and contents are refrigerated if appropriate. Mealtimes are a sociable experience for the children when they chat with staff and each other. Drinks of water, milk or orange are given at snack and mealtimes. However, children do not have access to fresh drinking water throughout the day. Children's individual dietary requirements are recorded and managed by the staff team.

Children develop a very positive attitude to being active and benefit from the regular opportunities for free-flow play between indoors and outside. They love to play outdoors, developing their physical skills and bodily control as they balance and climb on the slide, run around with their pushchairs and wheelbarrows, and kick and play with balls. The setting also has access to use the school's playground, which provides more space for the older children to run off their surplus energy. All these activities promote children's physical health and well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The setting offers a warm welcome to all parents and children. The space and facilities are used effectively to ensure children's individual needs are met. For example, the playroom is sectioned off to provide a separate base area for the under two year olds. There is plenty of natural light and suitable temperatures. The bright wall displays depicting children's artwork promote a welcoming and child-orientated environment. A good selection of good quality toys and resources is provided to meet the varying ages of children who attend the setting. Staff use these creatively to provide defined areas of learning. The low storage units with labelled boxes encourage children's independence through self-selection and free choice.

Children are kept safe due to the staff's vigilant approach. Safety checks are carried out on a daily basis and these are supported by the setting's risk assessment. These are positive steps to minimise accidents occurring. Children are learning how to keep themselves safe. They take part in the fire evacuation drills, which are practised regularly at different times and days to ensure all children and staff know the procedure. There are good levels of supervision and security, with doors remaining locked and admittance by staff only. All visitors to the setting are asked to sign in and out.

Children are cared for by staff who give high priority to children's welfare and safety. The majority of staff have attended training on safeguarding children and this is reflected in the clear policy statement which reinforces their responsibility in protecting children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled, happy and enjoy their time in the setting. This is due to the range of activities provided for them and the caring and committed staff team. The children are forming lovely relationships with the staff and each other as they learn to play in a cooperative way. They benefit from the smallness of the group and the ability for siblings to be together during the day. The staff use the 'Birth to three matters' framework effectively and, as a result, children's confidence and growing independence are nurtured effectively. Children's listening and language skills are developing very well and their efforts are praise and acknowledged. For example, staff compliment children on their clear speech saying, 'That's lovely talking'. Cuddles and support are provided spontaneously by staff and this closeness enables the children to have a positive sense of belonging and security.

All the young children enjoy circle time, when they join together for singing and nursery rhymes. The use of resources and the staff's enthusiastic approach help children to concentrate and be more involved. For example, staff held up a star saying, 'Which song is this for?' and children said, 'Twinkle, Twinkle Little Star'. They all join in with enthusiasm to their favourite. Children have a good range of creative experiences which promotes their free expression and individuality. They choose whether to paint on the table or at the easel and enjoy using large paintbrushes to make big bold lines and marks on the paper with various colours. They learn about nature and growing as part of their 'spring' theme. They make cress heads by drawing faces onto small plant pots and filling them with cotton wool, then pour water from the watering can to wet the cotton wool and sprinkle on the cress seeds. Staff explained that they will be able to see the cress growing over the next few days.

School-aged children clearly enjoy the socialisation with their friends. There is a lovely relaxed, yet lively, atmosphere as they eagerly take part in the various games and activities. Some children prefer a quieter activity, such as construction blocks and small world play. Others enthusiastically join in the drama and role play by acting out films and singing the theme tunes.

### **Helping children make a positive contribution**

The provision is good.

Effective relationships with the staff and parents ensure children's individual needs are recognised, respected and valued. This enables them to be self-assured and confident. The setting promotes positive inclusion and has effective systems in place to support children with disabilities. Staff use signing as an aid to converse more fully with the children, who are also learning to sign. The setting works closely with parents and other professionals to ensure the children's physical and social needs are met effectively. Children learn about diversity and the world around them through planned topics and resources. For example, they celebrate festivals other than their own, such as Chinese New Year. They have a good selection of books, dolls, play food and small world figures which children use as part of their everyday play.

Behaviour is very good. Staff are actively involved in the children's play and are good role models as they conduct themselves in a calm and caring manner. For example, staff give gentle

reminders and say, 'Let's play nicely and share' over a minor disagreement with a certain toy. Staff are very consistent in their approach and children receive positive praise and encouragement and their efforts are valued. As a result, children share resources, take turns and respect one another.

Partnership with the parents is very positive. There are strong bonds with parents which contribute significantly to the children's well-being within the setting. Staff work closely with the parents and relationships are trusting, friendly and professional. This ensures children are secure, settled and there is good continuity of care. Parents are well informed about the setting through the prospectus, newsletters and information displayed on the noticeboard. However, whilst they are made aware of the policies and procedures which are available on request, they are not openly displayed. This limits accessibility to them should parents wish to do so. Daily written sheets are completed for the younger children to inform parents of sleeps, nappy changing, food and activities they take part in. The very positive letters written by parents reflect their total satisfaction with the care their children receive.

### **Organisation**

The organisation is good.

The setting provides a well-organised environment which effectively promotes the children's care, safety and welfare. The daily routines and sessions are well planned to meet the varying ages and needs of the children. The staff are effectively deployed to provide good levels of care and supervision.

There are effective recruitment and vetting procedures in place to ensure the suitability of new staff. This is supported with an induction programme which is monitored by supervisors and management. Regular staff meetings enable staff to share issues, discuss planning and keep up to date with any changes. Staff demonstrate a firm commitment to continuing their own development and learning through regularly attending training. The setting has systems in place to monitor and evaluate its own effectiveness and there are action plans in place for this. There are detailed policies and procedures in place which are used effectively to support their good practice; these are reviewed and updated when necessary.

Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure fresh drinking water is freely available at all times
- ensure parents' signatures are requested to acknowledge the entry following administration of medication
- ensure the setting's policies and procedures are displayed and available to parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)