

# Jigsaw Nursery School, Pinner

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY368308
<b>Inspection date</b>	15 July 2008
<b>Inspector</b>	Kim Mundy
<b>Setting Address</b>	Pinner United Free Church, 70 Paines Lane, PINNER, Middlesex, HA5 3BL
<b>Telephone number</b>	0208 8689415
<b>E-mail</b>	
<b>Registered person</b>	Sunbeams Childcare Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jigsaw Nursery School is one of two nurseries run by Sunbeam Childcare Ltd. It opened in 2008 and operates from four rooms in a church building in Pinner in the London borough of Harrow. A maximum of 38 children may attend the setting at any one time. The nursery is open weekdays during term time only from 09.30 to 15.00, except Tuesdays when it closes at 13.30. All children share access to a secure outdoor play area.

There are currently 66 children aged from two to under five years on roll. Of these, 38 children receive funding for early education. Children attend for a variety of sessions and they come from a wide catchment area. The nursery is able to support children with learning difficulties and/or disabilities. Children that have English as an additional language are currently supported.

The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's welfare is positively promoted by staff. The setting's thorough policies and procedures support the good practice in place, for example, for medicine administration and accident recording. Children receive appropriate first aid treatment because staff hold valid first aid certificates. Staff wear protective clothing to minimise cross-infection when changing nappies and maintain suitable levels of hygiene throughout the nursery.

Children experience sociable snack times as they choose from a selection of fresh fruits and vegetables. They are encouraged to be independent by pouring their own drinks, although this is difficult for them as they lift heavy containers of milk. They are learning about healthy eating through activities, such as making fruit smoothies. Parents are required to provide their child's packed lunch. Staff provide information about healthy choices to include in packed lunches.

Children have access to an outdoor area; they are participating in a good range of activities that enable them to develop their physical skills. Children are developing control over their bodies as they run, jump, climb and crawl. There are many good opportunities for children to develop their fine motor skills, for instance, as they cut with scissors, thread beads and post objects.

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

The provision is good.

Children are welcomed enthusiastically by kind and caring staff as they arrive. The play rooms are bright and light, and children's artwork is displayed. The rooms are set up attractively with a range of activities to capture the children's interest and toys and resources are easily accessible. There is a good range of toys and resources to meet the needs of the children effectively.

Children's safety is promoted. Regulatory policies and procedures are securely in place, for example, lost and missing child policies. A risk assessment procedure is carried out by staff to minimise possible hazards. However, electrical flexes are accessible to children in one of the play rooms. Staff work directly with the children in the different areas of the play rooms and they are accompanied to the bathroom. Therefore, they are well supervised at all times. Children participate in regular fire drills so they are aware of what to do in the event of a fire.

Children's welfare is safeguarded as the staff update their knowledge and understanding of child protection. Good policies and procedures are in place in the event of suspected abuse and an allegation made against staff. Records are kept, detailing who is on the premises at specific times throughout the day by maintaining a staff register, visitor's book and record of children's attendance.

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

The provision is good.

Children are busy, happy, confident and motivated to learn. They are supported by kind and caring staff that are able to respond to their individual care, learning and welfare needs.

The quality of younger children's learning experiences is being fostered as staff plan a wide range of worthwhile activities based on the Birth to three matters framework. They have fun exploring different textures, such as paint, sand, jelly and play dough. Early writing and reading skills are promoted through many opportunities to write spontaneously and for a purpose, for instance, tickets in the travel agents. Young children are developing good communication skills as staff offer new words to extend their vocabulary. They move freely between activities, making choices about their play. Young children enjoy their time at the nursery as they learn through play.

Nursery education.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage of learning and they plan and deliver a stimulating curriculum. Staff are beginning to plan the use of the outdoor play space, although this does not include planning for the six areas of learning. A key person system has recently been implemented to coordinate children's care, learning and welfare as required. Staff know the children really well; they observe and record children's progress, although their learning and development starting points are not obtained from parents to help plan the next steps in their learning. The staff use effective teaching methods, such as open-ended questioning to introduce new words which promotes children's language development. During discussion times, staff give children time to express their own views and thoughts which develops their self-assurance and esteem. They are encouraged to bring in items from home to talk about.

Children are very happy, confident and motivated to learn. They are developing their independence skills as they select toys and resources. They recognise their name on their coat pegs and pictures, and this provides them with a sense of belonging. Children are becoming very aware that print carries meaning as they look at books and listen to stories, such as Alfie. They have good opportunities to practise their early writing skills, and several children are able to write their names and recognisable letters. They enjoy painting, chalking, sticking and drawing. Children have many good opportunities to develop their imagination as they engage in various role-play experiences, for example, in the home corner, hospital, restaurant and flower shop.

Children plant sunflowers and observe tadpoles. However, they do not generally spend enough time learning about living things. They are exploring and experimenting, for example, floating and sinking objects in the water play. Children develop an interest in early problem solving as they build with a wide variety of construction toys, fit puzzles together, measure ingredients during cooking activities and sort objects in to size, type and colour. There are many opportunities for children to count, for example, number lines displayed in the play room. Children are finding out how things work as they use telephones and cash tills. They enjoy computer lessons each week with the visiting teacher, and they listen and follow instructions as they click and drag the mouse. Staff provide a secure learning environment in which children flourish.

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

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Children begin to appreciate the customs and beliefs of others as they participate in festival celebrations, such as Diwali, Chinese New year and Easter. There is a suitable range of toys and resources to promote diversity, for example, posters, dolls and books. Children enjoy tranquil times, for

example, as they listen to stories and different types of music. They enjoy participating in music and movement with a visiting teacher each week. Children have fun putting on a show for their families and they sing with gusto; they are full of self-esteem and increasing in confidence.

Children are well behaved. Staff are calm and consistent with children, giving clear explanations and making alternative suggestions. Children are encouraged to be kind to each other, share and take turns with play materials.

None of the children currently attending have learning difficulties and/or disabilities. The nursery has a suitable special needs policy in place and the special needs coordinator has attended relevant training. Children who speak English as an additional language are well supported by sensitive staff who ensure they are familiar with words the children use at home. Staff also use visual picture prompts and puppets to help children access the curriculum.

Partnerships with parents and carers is good. Parents receive regular feedback about their child's progress and they are invited to parent evenings twice a year. Children's progress reports are significantly linked to the stepping stones of the early learning goals; they are very clear and well written for parents/carers. Children in receipt of funding for nursery education have a Foundation Stage profile which is completed by staff and given to parents when their child leaves the setting. Parental involvement is encouraged and this has a positive effect on how the children learn as they transfer new skills between nursery and home life. The majority of parents are very complimentary about the service they receive. Regular newsletters and information on the notice boards keep parents informed of current practice.

## **Organisation**

The organisation is good.

Children's care is enhanced by the effective leadership and management of the nursery which has a positive impact on the day to day running of the setting. The new providers are able to identify strengths and weaknesses of the nursery; they are keen to improve and develop the service for children. They have a good knowledge and understanding of the National Standards for day care and have introduced a key person system as required. Good communication systems are in place, such as staff meetings and an appraisal system is being introduced. Staff work well as a team and demonstrate enthusiasm for creating a safe and secure learning environment that stimulates children of all ages. They have opportunities to exchange information within the team to improve practice, for instance, during staff meetings.

Leadership and management of the setting for nursery education is good. As a result, children are making good progress towards the early learning goals. The manager has a sound knowledge and understanding of the Foundation Stage of learning; she holds the main responsibility for the planning of the educational programme. There are good systems in place for monitoring and maintaining the quality of teaching because the management team observe and work alongside staff. Therefore, children are making good progress towards the early learning goals.

Robust recruitment procedures are carried out to ensure all staff are suitable to work with children. All required records and documentation are in place to support the efficient running of the nursery. Children are happy, secure and confident in their surroundings and staff promote their individuality, and instil confidence in children.

The setting meet 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 AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

### **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):

- review snack time arrangements to enable children to be independent
- ensure electrical flexes are inaccessible to children.

#### **The quality and standards of the nursery education**

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

- discuss children's learning and development with parents when they start at the nursery and use this information to plan their next steps for learning
- plan the use of the outdoor area to include the six areas of learning.

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)