

Jigsaw Montessori Nursery and Little Pieces Baby Unit

Inspection report for early years provision

Unique reference number	110256
Inspection date	09/11/2008
Inspector	Amanda Shedden
Setting address	Love Lane, Petersfield, Hampshire, GU31 4BW
Telephone number	01730 268787 01730 264078
Email	admin@jjigsaw-nursery.co.uk
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Jigsaw Montessori Nursery has been registered since 1996. It is privately owned and is situated in the clubhouse of Petersfield town football club. On the same site, there is a separate building where Little Pieces Baby unit is located. Both groups serve the children of Petersfield and the surrounding area. The nursery is registered on the Early Years Register only.

They operate throughout the year, from Monday to Friday between 08:00 and 18:00. The groups are registered for a total of 54 children between three months and five years. Little Pieces cares for a maximum of 18 children under two and a half years. Children may attend for either half or full days. Meals are provided for the children.

There are a total of 54 children attending the groups throughout the week and, of these, there are 22 three-year-olds and five four-year-olds who are receiving funding. Both groups accept children who have additional needs and/or learning difficulties or who speak English as an additional language. Jigsaw bases its curriculum on the Montessori ethos.

There are nine members of staff and all of them have an early years qualification, one is currently working towards a level three qualification. All members of staff have first aid training.

Overall effectiveness of the early years provision

Children enjoy their time at the nursery, they are becoming independent as they self-select from the range of age and stage appropriate resources, some of which reflect the Montessori method of learning. The children's welfare and education are promoted, with children making progress towards the early learning goals. Observations are undertaken but they are not used effectively or consistently to assess the individual child's next step. All children are included in the activities; however, the lack of home language details provides barriers to some children's care and learning. Monitoring systems are in place to improve the provision for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- find out from parents the words that children use in their home language to ensure all children are valued as unique individuals and diversity is respected
- help all children to build on prior learning by pitching activities at a level that is demanding but within the children's reach
- ensure that the environments indoors and outside are comfortable, well organised and provide an environment that is suitable for learning

To fully meet the specific requirements of the EYFS, the registered person must:

- use observational assessments to inform planning for each child's learning and developmental needs (Organisation)

02/02/2009

The leadership and management of the early years provision

Senior management monitor the provision and use the information to set action plans to improve the nursery. Staff contribute their ideas and knowledge to the action plans and changes have recently been made, for instance to the planning of activities, to ensure that they are linked to the early learning goals in an effective manner.

Parents value the nursery and the experiences their children are having. Two way communication is encouraged as staff take the time to talk to the parents each day and they are given written daily information about their child. The notice board is used to inform parents of the activities in the nursery and ideas of activities to do at home continuing the theme from the nursery.

Robust procedures are in place for the recruitment of staff and this ensures that all adults working with the children are suitable to do so. Regular risk assessments are in place to ensure that the environment is safe for the children. All staff have a suitable first aid certificate, ensuring that if a child were to have an accident they would be attended to immediately and correctly. All necessary documentation is in place and understood by staff, to ensure that children's welfare is promoted effectively.

The quality and standards of the early years provision

The children are happy and secure and have warm relationships with each other and the staff. Children have free choice of the activities, with even the youngest children learning to self-select from the range of resources that are on display. Staff make plans both inside and outside for the focused activities which are linked to the early learning goals. However, they do not identify children's prior learning; consequently activities do not always sufficiently challenge or extend children. The organisation of the nursery leads to a very noisy environment for the children, there is music on all the time, this at times prevents staff from hearing children who are calling them for help, for instance at lunch time. Stories need to be read loudly to enable them to be heard and this is not conducive to children's learning.

Children get on well together; they play with their friends happily and are confident to talk about a range of things that interest them, for instance a new baby in the family or shopping with daddy. Children enjoy taking their turn to sing songs to the group of children; they eagerly put their hands up to have their turn. They enjoy singing familiar songs, and the actions that go with them, as a whole group. Children select from a range of creative resources, they master pouring

skills as they pour water into different size containers, build sand castles or express themselves with the paints. They use their imagination as they play with the dolls and toy food, creating picnics outside.

Children are learning to recognise their written name through routine activities and at times are asked to write their names or make their mark on their work but this is not consistent. Children are introduced to mathematical language and concepts through the range of resources and some staff encouraging them to think for themselves and contribute their own knowledge; however, this is not consistent as not all staff are fully aware of each child's stage of development.

Children have a healthy life style at the nursery; they have good range of healthy snacks and meals that are freshly prepared for them each day. Children with allergies are cared for well and children can access drinks throughout the day. Each day they can access the garden; however, at times the resources outside are limited and children are not fully occupied or engaged in purposeful play. Children's behaviour is very good and they are kept safe by the systems in place, the supervision of staff and their own understanding of the rules. For instance, they know, and will tell each other, if a child climbs on the furniture.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.