

# Jigsaw Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	137308
<b>Inspection date</b>	21/11/2008
<b>Inspector</b>	Elizabeth Ellen Mackey
<b>Setting address</b>	Coney Hill Baptist Church, Coney Hill Road, West Wickham, Kent, BR4 9BU
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<b>Email</b>	
<b>Type of setting</b>	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Jigsaw Pre-School registered in 1993. It operates from Coney Hall Baptist Church premises and is managed by the church committee. The service has a Christian ethos and is available to anybody within the community. It is situated in West Wickham and operates from two halls and a side room. The premises are accessible to wheelchair users and there is a secure outdoor area available for children. The pre-school is open each weekday from 09:30 to 12:00 and also provides a lunch club on three afternoons a week. The group is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered for 36 children in the early years age group. There are currently 45 children on roll who are all within the Early Years Foundation Stage (EYFS). Children attend from the local area. The pre-school supports children with learning difficulties and disabilities or those who speak English as an additional language. There are nine members of staff, of these, four hold suitable qualifications. The pre-school receives support from the local authority.

## Overall effectiveness of the early years provision

The pre-school provides an inclusive and welcoming environment where children have access to a good range of activities and resources. Each child's individual needs are identified and staff strive to ensure they are met, however, this is not always effectively achieved. Group and individual plans help children make progress towards the early learning goals. The pre-school has positive and established relationships with parents and has forged strong links with other settings the children also attend, for example, childminders and the local schools.

## What steps need to be taken to improve provision further?

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

- develop the outdoor environment, to extend opportunities for children to increase their knowledge of the natural world
- ensure planning identifies how children who have additional needs will be supported in the setting
- ensure the environment and routines are planned to provide a secure, yet challenging space for children
- ensure the ratio of qualified staff is met at all times
- develop the systems for recording the setting's self-evaluation
- ensure procedures to determine staff suitability are robust

## The leadership and management of the early years provision

The committee has employed a new manager who is not yet in post. Two established team members are managing the setting during this transitional period and are working very closely with all staff to aim for consistency for the children.

Three recently appointed staff members are unqualified. Ratios are maintained, however, during staff shortages the balance of qualified staff is not consistently met. The recent changes have had an unsettling impact on the organisation of the pre-school and how well children are supported in the setting. There is a system in place to monitor and evaluate the provision, which includes consultation with parents. Parents complete a questionnaire and the results are evaluated and action identified to address any issues raised. It has not yet been completed this year. Improvements have been made since the last inspection, these include improving the risk assessment procedure and providing more opportunities for children to be creative with art. Recruitment and vetting procedures are in place ensuring that children are cared for by suitable staff, however, they are not robust enough. Established staff are knowledgeable about their own roles and responsibilities in safeguarding children and have attended relevant training courses. Training is planned for all new staff, which includes safeguarding and training in the Early Years Foundation Stage. This helps to promote children's care and learning.

Children are cared for in an environment where staff regularly carry out risk assessments to ensure children are able to move around safely and learn how to keep themselves safe, for example, by being reminded not to run around. The organisation of the setting and the routine, which is too frequently interrupted by structured sessions, leads to some periods where staff are too stretched to supervise children closely. This results in some children's needs not being met as well as some disputes between children going un-noticed.

Staff ensure their service is inclusive for all families and support children who are learning English as an additional language. Staff work with parents to establish information on children's care, interests and their starting points and parents fully contribute to their children's learning and development.

## **The quality and standards of the early years provision**

Children make progress in their learning and development. The planning covers all aspects of learning and is flexible so that children's interests can be followed and they are given opportunities to extend their play and learning. A tracking system is used, which effectively monitors children's choices to identify what activities they choose to do. Children's individual learning needs are known by their key person. For example, staff have a good understanding of children's abilities and clear aims for their next steps are identified.

Children develop problem solving and collaborative skills when they work together to build a train set. They remain focused on the task, and improve their coordination as they correctly piece it together. Children enjoy a wide range of creative and musical activities that also supports their development of language and communication skills. An area dedicated to music is frequently enjoyed by the children who freely access musical instruments and ribbons to accompany their dancing and singing. Children play the keyboard together, which leads to much amusement and results in all of them laughing heartily. Staff sit at the children's level and ask questions about the task they are engaged with. This encourages the development of concentration and critical thinking skills. Children proudly talk

about the Christmas play they are practising for and are confident in learning their parts. Children particularly enjoy developing their creative skills as they paint their own pictures, draw and experiment with the changing texture of corn-flour and water. Staff naturally encourage children's language and ask them to describe how it feels on their hands. Children draw recognisable pictures of people and some children name their work. Staff make good use of spontaneous opportunities to extend children's learning and help them to develop their play. Children enthusiastically listen to stories and join in with the words and actions of favourite songs, however, this is sometimes disrupted by children not wanting to participate.

Children are enthusiastic learners and generally behave in a settled manner, they respond positively to staff intervention. At times, the routine does not flow and the group seems unsettled. This leads to some behaviour issues and due to the team being new, staff are not always consistent in their response and some disruptive behaviour is left un-challenged. This leads to frustration for some children and there is not always sufficient support for children with additional needs.

Children develop a good understanding of healthy lifestyles. They learn about being healthy through themed projects and have regular opportunities for fresh air and exercise. In addition to outings they also have visitors to the group including a visit from a dentist to help the children learn about keeping their teeth healthy. A visit from the traffic club and the fire brigade, also increases understanding of staying safe. A free flow system is in operation at times throughout the session and children are enthusiastic about playing outside. Outdoor activities are limited and the children do not have sufficient opportunities to initiate outdoor activities to increase their knowledge and understanding of the natural world.

Snacks are healthy and children can access the snack bar independently. Children have good relationships with staff and they demonstrate a sense of belonging. Staff acknowledge the children's achievements, which boosts the children's self-esteem and confidence. They have their own storage where they place their belongings and any pictures they have made.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **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.