

# Jigsaw Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	221601
<b>Inspection date</b>	11/09/2008
<b>Inspector</b>	Clare Elizabeth Pook / Susan Sykes
<b>Setting address</b>	48a Post Street, Godmanchester, Huntingdon, Cambridgeshire, PE29 2AQ
<b>Telephone number</b>	01480 352210
<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).

## Description of the setting

Jigsaw Day Nursery is a privately owned setting which opened in 1997. It operates from two rooms in a Quaker meeting room which is situated in the centre of the village of Godmanchester in Cambridgeshire. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday during school term-times, from 08:30 to 15:00. All children share access to an outdoor play area.

The setting is registered on the Early Years Register and provides care for children aged from birth to five years. There are currently 25 children on roll aged from two years. Children come from the local area. The nursery supports children with learning difficulties and/or disabilities. The premises are accessible and have a disabled toilet.

The nursery employs eight members of staff and a cook. Over half of the staff, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children's welfare and learning is not successfully promoted as the uniqueness of each child is not fully recognised or planned for to ensure that all children make progress. The management have a keenness to improve, but lack an ability to evaluate their provision and highlight the main areas for development. Children are cared for in a secure environment and greeted by friendly staff, however risk assessments and some policies and procedures are not effective in order to safeguard children. The staff have insecure knowledge of the Early Years Foundation Stage (EYFS) and as a result children's learning experiences are poor, restricting children's progress towards the early learning goals. Overall the quality of the provision gives cause for concern and is unlikely to improve without help and support from external agencies.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- |  |            |
|--|------------|
| • ensure all staff understand the safeguarding policy and procedure  | 04/11/2008 |
| • obtain written parental permission for the seeking of emergency medical advice or treatment in the future  | 04/11/2008 |
| • ensure the system to verify the identity of any visitors, the record of their names, the purpose of the visit, and the details of arrival and departure times is effective | 04/11/2008 |

- ensure that any system used to carry out risk assessments is effective and is reviewed frequently 04/11/2008
- take all reasonable steps to ensure that hazards to children are minimised both indoors and outdoors especially in relation to the security of the garden sheds and the steps to the storage area 04/11/2008
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals 04/11/2008
- ensure an accurate record of the children's hours of attendance is maintained 04/11/2008
- provide evidence of how you will improve knowledge and understanding of requirements in regulations and set in place a procedure to notify Ofsted of significant events. 04/11/2008

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

## **The leadership and management of the early years provision**

The leadership and management of the setting is ineffective. Most policies and procedures and records required are in place, however these are not all effective and inconsistencies in practice are evident. The registration system used is not always completed so it is unclear at times which children remain on the premises. Written permission to seek emergency medical advice or treatment is not clear. The administration of medication policy is basic and the record omits the dosage levels required to be administered or those given, which puts children at risk of being overdosed. Some staff are unaware of their individual responsibility for child protection and are not clear who to contact if they have concerns for a child.

Risk assessments are not robust or successful in ensuring children's safety. The access to the storage cellar is not always locked, outdoor sheds contain hazardous substances and precariously stacked equipment which puts children at risk. Staff are suitably qualified and most checks are carried out to ensure they are suitable. Systems to assess and monitor staff's physical and mental health are not in place and Ofsted is not informed of significant health issues that may affect suitability. Not all records are retained on the premises and so are not always available for inspection.

The management are keen to make improvements, however they lack the necessary skills to carry out regular quality checks and self-assessment. Regular monitoring is not in place, therefore there are no clear identification of targets for further improvement. Recommendations raised at the previous inspection have been mainly addressed but there is limited evidence of how this has improved outcomes for children.

Parents speak highly of the setting, however information about the EYFS has not been disseminated to them. They are unclear about the assessment records maintained on their children or how these are used. Parents of children with learning difficulties/and or disabilities share records and communicate regularly with staff. Children are included in activities but little adaptation is planned to meet their individual needs and promote their own unique qualities

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

Children's progress towards the early learning goals is limited because staff do not have a thorough knowledge and understanding of the EYFS. Children are settled in an environment where they choose which activities they wish to participate in, although many resources are not accessible within the room which impacts on spontaneous play and learning opportunities. The activities set out are not always purposeful. There is often an imbalance between adult-led and child-initiated activities.

Key activities carried out at group times sometimes show the learning intention and the area of learning, but there are many inconsistencies between key worker groups and so often this is missing. These lack challenge for the more able child or support for those with learning difficulties. Children persevere well to complete puzzles and enjoy celebrating their birthdays with friends. They are able to write their own names and sound out the phonic letter sounds. They count well and enjoy working out how many children are staying for lunch. Outdoor play and physical development is poorly planned which limits children's progress in this area. Opportunities for children to use their imagination and express their feelings through role play situations are not well organised or resourced effectively to encourage this.

Staff make some observations on the children, but these are not used to identify learning priorities or plan the next steps for each child. Assessment records are not consistent among the key worker groups and show little evidence of what progress children are making. Children's starting points are not recorded and parents are not involved in this process. Parents are encouraged to share with staff experiences that their children have had and their interests by writing notes and pinning them to the ladybird or dog on the notice board. For example a train trip led to a transport theme. Staff sometimes use these when planning their key activities, but again this is not consistent. Staff record some information about children's home background, culture and language, but methods for supporting children's first language and ensuring their cultures and differences are included within life at the setting, is not adequately catered for.

Children's welfare within the EYFS is not promoted well. There are several safeguarding issues relating to risk assessments and staff knowledge of child protection which do not fully protect children. Most visitors sign the visitor's book however this system is not always used. Children have regular exercise and fresh air through outdoor play, although not planned, which contributes positively towards health and well-being. The meals and snacks provided are generally healthy with a good balance across the various food groups. However, snack times are not

effectively supervised or monitored to help prevent the spread of infection. Children do not always wash their hands before eating or have plates for their snack and are at risk of choking as staff do not adequately supervise them. Staff use positive behaviour strategies and children generally behave well. Overall there are major weakness throughout the early years provision.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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 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.