

Jigsaw Day Nursery

Inspection report for early years provision

Unique reference number	221601
Inspection date	11/03/2009
Inspector	Heidi Falconer
Setting address	48a Post Street, Godmanchester, Huntingdon, Cambridgeshire, PE29 2AQ
Telephone number	01480 352210
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 34 children on roll aged from 16 months. 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 six 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

Overall the quality of the provision is satisfactory. Children enjoy their time at the nursery. They take part in a suitable range of activities which help them to make steady progress in their learning and development. Staff are committed to continually improving the provision and have made changes since the last inspection which have improved the outcomes for the children who attend. Staff are developing their planning and assessments to ensure that they can plan for children's individual needs further.

What steps need to be taken to improve provision further?

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

- continue to improve the organisation of resources, and the use of the outdoor area to ensure that children have free access to a greater range of resources
- improve the organisation of mealtimes to ensure that children are provided with and use a suitable range of utensils and age-appropriate furniture
- continue to develop assessments of children's progress, finding out about their care and learning needs from parents to enable staff to identify children's requirements, interests and current development and learning
- continue to develop the system for planning, using the information gained from observations and assessments to plan for the next steps in children's development and learning
- continue to develop the system for self-evaluation, taking into account the views of staff, children and parents.

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

- take appropriate action to ensure that nails on the wall in the garden do not pose a risk to children.

25/03/2009

The leadership and management of the early years provision

There is an evolving system to monitor the quality of the provision and evaluate its impact. Since the last inspection the manager has devised an action plan and ensured that it has been implemented. This has ensured that the weaknesses identified have been addressed. Self-evaluation is largely undertaken by the managers and does not yet incorporate the views of children and parents. The setting have also worked in partnership with Local Authority advisors to bring about improvement at the setting. The manager has started to identify further areas for improvement. For example, they are currently reviewing the organisation of circle times.

Children's welfare is safeguarded. Effective recruitment and induction procedures are in place, overseen by the manager. These ensure children are cared for by suitable staff who are appropriately vetted and are suitably qualified for the position that they hold. The staff's training needs have been identified and a training programme is in place to improve their knowledge and understanding in different areas. For example, recent training has included equal opportunities and working with children with learning difficulties and/or disabilities. Clear procedures are in place regarding child protection, and staff know what to do if they have concerns about a child in their care. All staff are currently attending or are booked on training to ensure that their knowledge in this area continues to be up-to-date.

Staff are aware of the need to promote inclusive practice. To enable them to do this they collect information about each child's individual needs from parents when they start. The staff team are currently developing ways in which they can share information with parents about children's learning and development. The setting works with other professionals to ensure that children with identified needs are supported. A suitable range of resources are provided to reflect the cultures and the backgrounds of the children who attend.

The quality and standards of the early years provision

The quality of teaching and assessment is satisfactory and supports children's progress towards the Early Learning Goals in all six areas. Staff have started to adapt the provision to ensure that they provide a suitable balance of child and adult-led activities. Children are able to make some choices about how they spend their time. However, the storage of resources and the use of the outdoor area limits their choices. Staff work well together and form a supportive team. The assessment of children's achievements and progress is recorded in individual 'development books'. Staff record observations and have recently started to look at how these can be used to inform planning to ensure that children's next steps are identified and planned for. They will enable staff to plan for individual children's

needs but this is so far in its infancy. Parents are able to review these assessments with staff through consultations. In the entrance area is a 'spot the dog' poster which staff have developed to encourage parents to share what they know about their child.

Children demonstrate generally good listening skills and enjoy stories and songs and rhymes. However, the organisation of circle times means that children can become distracted by other groups. Activities to encourage older children's emergent writing are provided. Mark-making areas are provided in each room and older children write for a purpose, writing their names on their art work. Children have opportunities to use mathematics in planned and everyday activities. For example, recently the children have made a 'giraffe height chart' which they have measured themselves against. Children count confidently, which is demonstrated as they count out ten grapes each. Children's knowledge and understanding of the world is promoted. They develop an understanding of time as they complete the daily calendar, and they use a suitable range of everyday technology such as talking books. Children move around confidently. During music and movement sessions they show good co-ordination and a sense of space as they move around the room pretending to be boats, cars and trains. Small climbing frames in the garden give children some opportunities to practise their climbing skills.

Children learn about keeping themselves safe. For example, outdoors the staff set up a road and a crossing so that they could talk to children about road safety. Children speak excitedly about a recent visit from a fire officer, who talked to them about the dangers of playing with matches and the number to call if there was a fire. Risk assessments identify most potential hazards. However, in the garden rusty nails protrude from the brick wall and pose a hazard to the children. Children enjoy generally healthy snacks and meals. Meals include sausages and pasta, lamb stew and fish pie, which the children enjoy. However, staff have not evaluated the procedures that they follow at meal times. As a consequence, children eat chopped up fruit such as kiwis from table mats, highchairs are used with children who are able to sit safely at tables and staff do not always promote healthy eating. Children's dietary requirements are discussed with parents at the outset and fully accommodated. Suitable medication and accident records are maintained to promote children's good health.

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?	3
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.