

Jigsaw Playschool

Inspection report for early years provision

Unique reference number EY345805
Inspection date 10/09/2009
Inspector Christine Clint

Setting address St. Johns C of E Primary School, Whichers Gate Road,
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Telephone number 02392 412095
Email
Type of setting Childcare on non-domestic premises

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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*.

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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.

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Description of the setting

Jigsaw Playschool registered in 2008. The provision is committee run and is situated in St John's Church of England Primary School in Rowland's Castle, Hampshire. The playschool is open Monday to Friday during term times from 09:00 to 15:30. A maximum of 24 children can attend for sessional or full school hours. The playschool also offer extended care from 08:30 and until 16:30. Children have an allocated section within the school and use two adjoining rooms with their own toilets. They have easy access to a small secure area and regularly use a large section of the enclosed outdoor play ground.

There are six staff members employed in the playschool, who all hold qualifications in early years childcare and learning. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The playschool is also in receipt of funding for educational places. There are currently 20 children in the early years age group on roll and at the time of the inspection 12 children were present.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playschool staff show a competent knowledge and understanding of meeting the early years regulations and of managing children's levels of learning. They have well organised routines and fully established systems for key person responsibilities; this ensures that staff know children's individual developmental needs and effectively meet their welfare requirements. There are very close and supportive links in place with the school and the manager maintains a strong focus on improvement and including changes to benefit children and families in the community.

What steps need to be taken to improve provision further?

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

- continue to adapt the planning for activities to show how this meets children's individual needs
- continue to develop the links with parents and other carers to enable them to contribute to children's records of learning and development

The effectiveness of leadership and management of the early years provision

The manager and staff show a clear commitment and determination to pursue ideas and to act on information to make changes. They have worked in partnership with the school to drive forward the new scheme for the outside area; the plans displayed show how these changes will greatly improve the provision of continual

outdoor activities for early years children. The playschool also show a sound and consistent approach to safeguarding children. Regular risk assessments are completed and the manager links with the school for an annual joint review of any hazards. As a result of this, staff have included specific, more frequent fire drills in the playschool, to ensure smaller children become familiar with practising the procedure.

There is a high level of qualified staff working with the children and several staff are continuing to enhance their training. The playschool staff show strong team work and maintain close links with the early years network for managing change. They are currently introducing new systems for assessing children's achievements and progress to include more individual details and directly recorded observations. However, this information has not fully been used to influence the planning for activities.

The playschool is well organised and resourced with allocated areas for activities. Staff prepare play equipment and encourage children to participate. Children have ample choice and can move freely, they learn to follow the set routines of the session and quickly recognise the musical prompt for tidying up. Staff show continual skills of encouraging dialogue with children to promote their understanding and learning, through conversation and explanation. Staff have dedicated roles of responsibility within the playschool, they are all involved in planning activities and the manager has recently introduced unplanned, peer on peer observations. Staff are finding this system helpful and constructive and the ongoing process is linked to regular staff appraisals.

The playschool welcome children from any culture or religious belief and the manager is keen to embrace diversity. Previously children have learned about Italian Christmas and parents have visited and introduced songs. Staff have included topics on other countries and different cultural celebrations are regularly included. The playschool has a variety of resources in place to promote inclusion and they are keen to link with parents when information can be shared. They have followed ideas raised during an evaluation of the provision, and have introduced diaries and home link bags to provide regular written contact with parents. Parents have daily communication with staff and appreciate the close proximity to the school. They are encouraged to become involved with projects, to put forward their ideas and participate in ongoing changes, although parents and carers are not contributing regularly to their child's learning journals or influencing the records of development.

The quality and standards of the early years provision and outcomes for children

Older children show that they are confident and settled and this has a good impact on the new children who have just started at the playschool; they are gently encouraged to join in with daily routines. The routines are regularly followed and children learn to recognise what happens at different times of the session. Children learn to respond and to recognise their own names when they self register. They take turns to be the daily helper and make marks on the white board. They talk

about the weather and complete a weather chart, they remember the words of songs and sing with actions. Children are continually learning to be independent. They can help themselves to water at any time and they recognise when they are thirsty after playing outside. Children frequently count at snack time, they count each other when handing out the cartons of milk and when making sure there are enough plates; they count their biscuits and they are beginning to recognise quantity. Staff encourage children to use their fingers for counting during songs. Children can identify and name many different shapes and they practise making these when cutting with scissors. They show increasing confidence in communicating and staff encourage children by asking them to give opinions or imaginary descriptions when they talk about monsters.

Children have regular opportunities to use the computer, they show high skills of concentrating and managing the mouse; some children persevere diligently, to complete a painting game on the computer. Children paint and learn to name colours, they dress up and use the imaginary castle. They play with sand and ask for water from the water trough to make the sand stick together. Children show enthusiasm for playing outside, they have a large playground with trees at the sides for climbing. They ride on wheeled toys, and they run and chase. Children can wear wet weather clothes and use the outdoor play area in all types of weather. They have access to a wide variety of resources and staff include opportunities for cooking at times, children help to prepare the fruit and learn to chop bananas. They use real woodwork tools when they take part in woodwork lessons in the school. All children have opportunities to experience this during their time at the playschool and to make an object from wood. Children listen to stories frequently, they can borrow books and take a new book home every time they attend; all children have individual book bags.

Children show a strong sense of belonging and of establishing community awareness, because of the continuity of staff and the close relationship with the school. Some children can attend both playschool and reception class when they first start at the school, because of the flexibility of morning and afternoon sessions at the playschool. This enables children to settle into their new environment gently and maintains their contact and sense of belonging with the staff and the playschool.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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