

Jigsaw Day Nursery

Inspection report for early years provision

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Inspector Alison Weaver

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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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Description of the setting

Jigsaw Day Nursery opened in 1994. It is one of three nurseries owned by the proprietor. It operates from three rooms on the ground floor of a large house in the centre of St. Leonards-on-Sea. The group opens five days a week all year round. Opening times are from 8.00am to 6.00pm. All children share access to a secure enclosed outdoor play area. There are shallow steps to the main entrance.

The provision is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 77 children on roll in the early years age range. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs seven staff. All of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. Their welfare needs are promoted well and they have a fun and enjoyable time in the setting. Good partnerships are built with parents to help ensure children's individual needs are met. Children benefit from being cared for by a qualified and experienced staff team who are open to trying new ideas and ways of working. The management and staff show a strong commitment to ongoing evaluation of their practices in order to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the identification and tracking of the next steps for individual children to ensure that every child receives a challenging learning experience and continues to make progress
- continue to develop staff's understanding of how to value, support and promote linguistic diversity and differences in home backgrounds.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction procedures ensure that all staff are suitable to work with children. Good safeguarding procedures are in place to help protect children and these are understood by staff. They attend training to enable them to identify any possible cases of child abuse. Safety and security is given high priority in the setting. Regular risk assessments and daily safety checks ensure that

children play free from harm. All the required documentation to support children's welfare is in place and well maintained.

The setting works closely with parents to support individual children and provide consistent care. The use of the initial form gives staff a very useful overview of each child before they start in the setting and this helps with the settling in process. The staff keep parents well informed about their child's progress through verbal feedback and more formal consultations. Parents have easy access to their child's assessment records and are encouraged to contribute to their learning and development. There are good systems in place for working in partnership with parents who have children with additional needs and for accessing the support and care each child requires to help them make progress. The setting forms good links with all other providers and agencies that are involved with a child so that there is continuity of care and education.

There is strong leadership in the setting and a clear sense of vision and purpose. Staff development is actively promoted through supervision, appraisals and ongoing training. The staff work well together as a team and all are encouraged to contribute to the planning and organisation of the setting. There are systems in place for monitoring and evaluating the childcare provision. The views of parents are obtained and any suggestions they make are considered and, where possible, implemented. Action plans are used to address any identified areas for improvement that will benefit children, such as the ongoing development of the outdoor area. Current plans include tackling the issue of lack of privacy in the children's toilet area.

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

Children arrive happily and enjoy playing with their friends in the caring and friendly atmosphere. They show they feel safe and secure as they confidently move around the setting and approach adults. They use small and large equipment safely and skilfully. Children behave well and learn to show concern for others. Their independence develops well as they learn to take care of their own needs such as visiting the toilet and putting their work in their named drawers. Staff make good use of the Golden Rule Book to help children learn about acceptable behaviour.

Staff plan effectively to meet children's needs and help them develop in all areas of learning. They take into account children's interests in the planning process so that the activities provided engage children. However, staff are not fully secure in their knowledge of individual children's home backgrounds and languages and how these can be valued and supported. Staff regularly observe and assess children's individual progress and identify next steps for each child's learning and development. Staff are in the process of implementing a system for tracking children's progress in these next steps in order to help ensure that each child is continuing to develop.

Children are well occupied and have easy access to a very wide range of

interesting and challenging resources. They concentrate well at activities and have fun making snowflakes and decorating the tree. Children access a varied range of simple technological equipment to explore their world. They thoroughly enjoy the use of the cameras to take pictures as they play. They are skilled in the use of the computer and are good at taking turns. Children's mark making skills are developing well and they have many opportunities to make books about their experiences together. Children's communication skills are promoted very effectively by small group activities and everyday interaction by staff. Children show a good use of vocabulary and speak confidently in group settings. They enthusiastically take part in singing activities and join in with the actions.

Children learn about the natural world as they explore outside. They grow a wide variety of produce that they get to eat. They have opportunities to see and handle different creatures when, for example, rangers visit the setting. Children also learn about other countries and festivals through planned activities.

Children's health is promoted well through good everyday routines and planned activities. They learn about personal hygiene when the dentist visits them. Children demonstrate a very good understanding of why they need to wash their hands as they chat about how germs can make you poorly. Children are encouraged to eat healthy packed lunches at the setting and help themselves to drinks when they get thirsty.

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	2
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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