

Jigsaw Pre-School

Inspection report for early years provision

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Inspector	Jacqueline Munden

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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 at St Johns Pre-school is one of two pre-schools run by Jigsaw, a Limited Company with charitable status. It opened in 2009 and operates from rooms within St. Johns The Baptist C of E Primary School in Locks Heath, Hampshire. The pre-school has sole access to the rooms during opening hours and shares access to the outdoor play area with the school. Access to the building is good with disabled toilet facilities available.

The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any one time. It is the setting's policy to accept children aged from two years. There are currently 35 children in the early years age range on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school is open Monday to Thursday from 9am to 3pm and from 9am to 1pm on Friday during school term times. An optional lunch time session from 12 noon to 1pm is offered daily. Children attend for a variety of sessions.

There are seven members of staff employed to work with children and a manager that works in both settings. Of these, six and the manager already hold, and one is working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The good organisation of the pre-school and generally effective systems, policies and procedures ensure the safe and smooth running of the setting. A very well developed knowledge of each child's needs ensures that practitioners successfully promote children's welfare and learning. The setting's strong commitment to promoting equality and diversity enables children to develop extremely high levels of self esteem and a sound understanding and consideration of others. The partnership with parents, carers and other agencies is a key strength and is significant in making sure that the needs of all children are met, along with any additional support needs. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on, resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the registration system to ensure the times of children's departure are always recorded accurately
- revise the risk assessment to ensure the outdoor play area is secure at all times.

The effectiveness of leadership and management of the early years provision

Children benefit from the effective management structure of the setting. The manager and practitioners work cohesively to provide a welcoming and nurturing environment for children and their families. High emphasis is given to ensuring children's safety; a robust vetting and employment procedure is followed and practitioners have a clear understanding of safeguarding as they are encouraged to attend child protection training when they start working at the setting. They are informed about policies and procedures regarding all aspects of safety as part of their induction, through on going appraisals and team meetings. Effective procedures are implemented to ensure the safe collection of children by suitable adults although the register does not always show an accurate record of the times children leave. A trained member of staff is responsible for health and safety and in general, risk assessments are used effectively to provide a safe and secure environment both in and outdoors and for outings. However, the large outdoor play area, which is available for children to use throughout the session is shared with the school at certain times of the day. The perimeter is secure, but systems to secure the boundary used by the pre-school are not always appropriate. Hazards are quickly identified and acted upon. For example, it is noted in the accident book that a practitioner is injured by the shed door. The manufacturers are contacted to provide a suitable fixing to secure the door when opened and in the mean time all staff are informed of the risk and instructed to use the newly provided door wedge to prevent another incident. Alarms have been recently fitted to the doors leading to the outside and to the school to alert practitioners if they are opened. Effective procedures are in place to fully protect children's health. Practitioners have recently reviewed their hygiene procedures following a recent outbreak of flu to ensure they are taking all possible precautions to prevent the risk of cross infection.

Practitioners are deployed well and work efficiently around the setting which ensures that all children are effectively supported and supervised. They spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on progress and learning. The sessions run smoothly and children benefit from the free flow environment where they can make their own choice of indoor or outdoor play. Space is used well to ensure all children are able to participate fully in the range of activities made available. Children have full access to all resources to fully support their learning. Practitioners are enthusiastic and committed to improving their already sound knowledge of childcare and how children learn. For example, most recently two have attended training in using letters and sounds; skills learnt have already been shared with other practitioners and children are benefiting from the activities provided to help develop their speech and language. Practitioners are keen to receive information and advice from outside agencies to aid in the delivery of an improved curriculum and to support children with special educational needs and disabilities. These include support teachers, the area inclusion officer and speech therapists. All children are valued and their individual needs catered for well. Appropriately trained practitioners successfully identify and support children with particular needs and work closely with parents and other professionals to ensure

their needs are met. Practitioners use effective means to find out about each child to ensure they can fully understand and support each of them. For example, parents are invited to complete an 'All about me book' with their child to share at pre-school. Practitioners recognise the importance of having strong relationships with parents to secure children's good progress. Very effective measures are taken to involve parents fully in their child's learning. For example, a key person is implemented as children start at the setting which helps with the settling in process; this establishes a firm relationship as parents meet with them frequently to discuss their child's needs, interests and ability. They receive good quality information through newsletters and via the notice board. Parents report they are welcomed into the setting at any time to help and talk to practitioners who provide good support and information. The parent and key person meet regularly to follow up children's progress and discuss any concerns. Parents appreciate the opportunity to find and express their feelings verbally and through the parent questionnaire. The setting actively liaises with other providers of the Early Years Foundation Stage, (EYFS) that children attend to effectively further complement learning and development.

The system of self-evaluation is being continually evolved which means it is becoming more effective in bringing about improvements to all areas of the setting. Systems used to plan for children's development are regularly reviewed and have recently been adapted to ensure they are more effective in recording what children do and how to take them on to the next stage in their learning. This ensures all children make good progress. The manager has introduced many opportunities for all those involved with the setting to comment on the service provided. Staff through team meetings and evaluating the success of planned activities have responsibility for certain areas, with one being known as the 'Queen of recycling'. This involvement encourages practitioners to be imaginative in finding ways to further develop the provision. For example, a 'Special person day' is being arranged which will further develop children's sense of belonging and promote inclusion. Children may invite any person that is special to them to visit the pre-school and share the fun. Children complete questionnaires at home, and in the setting are consistently involved through discussion about what they would like to do. Parents also complete questionnaires and are invited to comment on the policies that are currently being updated. Identified areas for development are listed on the action plan and are being acted upon.

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

Children are happy at the setting where they are fully supported and actively encouraged to achieve and enjoy. They are engaged in a wide range of interesting activities that promote all areas of learning both in and outdoors. Resources are easily accessible and ensure all children can take part for example, easy grip paint brushes and a varied range of wheeled and pedal toys to meet their different development levels. Many resources and some planned activities help children learn about all people in society. Good use is made of posters and books to promote positive images of those with disabilities; resources such as multi cultural cooking equipment and role play clothes help children learn about diversity.

Children sampled traditional foods from India and celebrated Diwali by exploring lights. A good range of adult led activities are planned for each session to promote certain aspects of the early learning goals, to support certain children's progress or to encourage investigation. For example, children talk about texture as they explore a tray of baked beans and learn the names of shapes as they play musical mats. Particular emphasis is placed on ensuring children develop high self esteem and learn to respect themselves and others. They show immense confidence as they happily talk and make suggestions of activities to their peers and adults. Children respond well to the effective and positive way good behaviour is encouraged. They are very polite and a child praises another as they play for saving a friend from the fire and gives him a sticker ordinarily used by practitioners to reward helpful kind behaviour throughout the session. Children demonstrate good skills in managing their feelings and use effective learnt strategies to help them. For example, when needing to take turns with play equipment children decide for themselves to use the sand timer to make sure they each get a turn. Children show great concern and kindness to others; as a child is collected from pre-school, he hugs the adults and children and calls out, 'be good' as he departs. Children feel safe and secure at the pre-school and develop a very strong sense of self and belonging due to the good systems put in place by practitioners. They see their own creations valued and displayed. Children have many opportunities to recognise their own name as they self-register on arrival and use named pegs to secure and label art work to go home. Children are very aware of the routines of the setting and know the procedures in place to keep themselves safe. This is demonstrated when a child is concerned that a practitioner goes out of the agreed safe area of the playground. Effective use is made at circle time of 'Tilly' a doll used to deliver messages of how to keep safe. Photographs and written advice such as 'Tilly says it's not safe to run indoors' are displayed to remind children. The children's questionnaire asks them do they know who to talk to at pre-school if they need help?

Self-care skills are developing very well. Children are encouraged to visit the toilet themselves and make their own choices of play. At snack time children help prepare the fruit using suitable cutlery and select what they will eat and drink. Children gain a good understanding that text has meaning through a variety of print displayed around the setting and they thoroughly enjoy story and rhyme time. Children sit enthralled as the practitioner reads the story 'Going on a bear hunt'. Children then join in the narrative and go on the hunt themselves; using their imaginations and outdoor equipment to help, they climb the steps and go down the slide as they go over the mountain. They enjoy sitting in the large attractive book area indoors to look at books independently, turning the pages and saying what they see; outside they sit under the blanket and chair den to look at books. Children sit together on the mat concentrating intently for an adult led listening activity, an idea brought back by practitioners from recently attended training. They take turns to name the instrument that is making the sound. Children have opportunities to mark make at the writing table and at the easel outdoors and some encouragement is given to children to attempt to write their own names. Children use their imaginations well as they play fire fighters and then take those rescued to the hospital. They enjoy using the hose to put out fires and develop their language as a practitioner says 'that's a stethoscope'. Children learn to use numbers and to count as they sing counting rhymes and to solve problems in every day situations. For example, a child says the boys tidied more toys away.

A practitioner took the opportunity to help them find out why. They counted the boys, then the girls and established there are more boys than girls so it is likely that the boys did tidy more away. Children have some access to a computer and often use programmable toys. Good use is made of the outdoor area to extend the learning environment. It is used in all weathers as children bring their own wet weather clothes and the setting provides some also. Children learn about the natural world around them as they plant herbs, fruits and vegetables. Children use their senses to explore the herbs and learn about healthy eating as they eat the harvested carrots and strawberries. They find out about the changing seasons as they collect fallen leaves on walks to a local park and make an Autumn display. Children develop physical skills and large muscles at the same time as benefiting from fresh air on a regular basis. They learn spatial awareness as they move around on wheeled toys and channel water along pipes.

Healthy living is promoted extremely well. Children enjoying a varied menu of fresh fruit and snacks, milk and water at snack times and parents are encouraged to provide a healthy meal for those staying for the lunchtime session. Good discussions are held at these times to help children learn about what is good for them to eat. This is supported by them having opportunities to grow and eat their own produce at the setting. Children adopt good habits for keeping healthy as they know why it is important to clean hands before eating and after using the toilet. Children learn about the importance of brushing their teeth as they take part in activities and use equipment that promotes this. Posters are displayed to remind children to wash their hands and brush their teeth. Children use tissues to wipe their noses and dispose of them appropriately. They are beginning to learn through discussion the benefit of playing outdoors and after exercise how their body feels and how it is beneficial.

Children's progress is well planned for by practitioners that know them well. Observations are used to assess and plan for their next steps regularly to ensure they are consistently and appropriately challenged. Therefore children are interested and make good progress in their learning and development.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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