

# Jigsaw Nursery and Pre School

Inspection report for early years provision

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**Unique reference number**

EY392837

**Inspection date**

25/11/2009

**Inspector**

Carys Millican

**Setting address**

Gilsland C of E Primary School GM, Gilsland, BRAMPTON,  
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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*.

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).

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## Description of the setting

Jigsaw Nursery and Pre-school is run by a management committee and operates from within Gilsland Church of England Primary School, near Brampton, Cumbria. Children have access to a nursery unit, reception class, main hall and associated toilet facilities, including accessible toilets within the school premises. There is an enclosed play area for outdoor play.

The setting is registered to care for a maximum of 10 early years children at any one time. The facility is open each weekday morning from 8.45am to 11.45am, during term time only. The setting supports children with special educational needs and/or disabilities.

The nursery and pre-school committee employ three members of staff, of whom two hold early years qualifications. The nursery is a member of the Pre-school Learning Alliance, and is registered on the Early Years Register only.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are effectively met within this safe, secure, warm and welcoming nursery unit. The management and staff are a dedicated and committed team of early years professionals who recognise the uniqueness of each and every child in their care. Children's learning and development is promoted through innovative teaching strategies that support their independence, interest and desire to investigate and explore their environment. Children benefit from the strong partnership with parents, and the excellent links with the school and local community. Self-evaluation is in the early stage of development; however, the management and staff have the drive and ambition to monitor and evaluate the environment, activities and practice to continually improve the outcomes for children.

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

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

- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 25/02/2010
- ensure the policies and procedures for the nursery are made available to parents including a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare). 25/02/2010

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

- continue to develop systems for self-evaluation and include parents and carers, and children in the review process.

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

Children are kept safe and secure. Robust recruitment procedures are implemented and all suitability checks have been completed for all persons who work, or come into contact with the children. The designated person for child protection, and both managers of the nursery, have undertaken recent safeguarding training. They have a good understanding of child protection and the procedures to follow if they have concerns about a child in their care. Staff complete daily safety checks both indoors and outside before children access them; however, written risk assessments for the premises and for any outings are not maintained. Documentation is well maintained and this contributes to the excellent care and learning provided by the staff. Although there is a comprehensive set of policies and procedures on the computer, these are not easily accessible for parents. The details of the procedure to be followed if a parent has a complaint is not displayed.

Children benefit from the well qualified and experienced staff employed by the nursery committee. They deploy themselves well to effectively support children's care and learning throughout the session, and skilfully challenge children as they play. Staff regularly attend additional training to continually up-date their knowledge and skills in numerous core and early years subjects. They work exceptionally well as a team, to guarantee all the children's needs are effectively met. The environment supports children's independence, choice and decision making. Children access a wide selection of resources stored at low level in labelled containers. The outdoor area is secure, colourful and inviting. Children access this 'outdoor classroom' in all weathers wearing the 'all weather' overalls recently purchased.

Self-evaluation is in its infancy. Staff monitor and evaluate the provision, on an informal basis, and they have a suitable understanding of any areas for development, for example, making the policies and procedures available for parents. Action plans are collated after meetings with local authority workers and reviewed at committee meetings. Parents are extremely complementary about the quality of care on offer to their children. They are kept well informed through daily discussions with staff and through the home school diary. A new notice board is positioned outside and a smaller notice board is available inside. Partnership with the school is a real strength. Staff work with the reception class teacher and head teacher to plan a suitable balance of activities based on children's individual interests. Children join in numerous activities that reflect their background and rural environment. They take part in creative activities, celebrate festivals and have access to resources that reflect the diversity of the wider world.

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

Children thrive on the interaction and support they receive from the experienced and highly skilled staff working with them. Children are happy, confident individuals who enjoy themselves and have fun in this relaxed learning environment. They independently 'plan' their day using a computer programme, whereby they choose from several pictures showing the activities they wish to do. These are then printed by themselves onto their daily planner and displayed. Children then do the activities and later in the day, at circle time they review what they have done. Staff understand when it is appropriate to offer support to children's learning and when to leave children to explore for themselves. Children move freely from activity to activity and staff join in the children's play when invited, encouraging them to use their imagination and talk about their home experiences.

Children self-register and have individual coat pegs, and 'pigeon holes' for their belongings. They take part in activities that cover all six areas of learning, and they have the opportunity to move freely from the continuous provision indoors to a complementary outdoor environment. Children enjoy activities that interest them, for example, they look at animals that are familiar to them that live in the countryside and usually come out at night. This includes topics about the bat and the hedgehog. Children intensely look at the computer screen as they look at pictures about the fox. The staff reinforce language skills and extend learning by using open ended questioning as they watch. Children enjoy listening to the story about 'Rosie's Walk' and eagerly join in using animal face puppets. They learn to use tools safely, such as a stapler or split pins, to attach the fox's tail to its body. Children confidently count, recognise colours and problem solve. They paint pictures and describe them to the group in circle time activities. Children are well behaved and join in activities with their friends. They develop social skills, by using manners, sharing and taking turns.

Staff undertake home visits before the children start, they obtain all the relevant information relating to the child, including their developmental starting points. This information informs staff's planning to allow them to meet the children's interests, and individuality. Observations are completed as children play, and assessment of learning informs their next steps; this is seen in planning. The home school diary enables staff to record the child's day, and gives parents the opportunity to add comments; the weekly planning sheet is also given to parents, which encourages them to work with their child at home. Staff have experience of caring for children with special educational needs and/or disabilities, and of working with other professionals, such as speech therapists. They plan and provide for all individual children, and they seek advice and guidance from the reception class teacher to support their educational programme.

Children are beginning to learn how to keep themselves and others safe. This happens spontaneously, in the daily routine or through gentle reminders by staff as children play; for example, the manager reminds children not to throw their

teddy bear around. Children complete the fire evacuation drill regularly and can explain what to do if there is a fire. Children demonstrate that they feel safe because they play confidently, and are willing to approach staff for help, comfort and support. Children benefit from a range of healthy snacks and regular drinks. They socialise together as they sit at child sized tables and talk to staff about what they have done at home. Children learn basic hygiene practices as they wash their hands before snacks, and dry them properly using paper towels. They understand why they must wash them 'to get rid of dirt and germs'. Children learn that regular exercise is good for their health and well-being. They enjoy the 'indoor-outdoor classroom' where they access the outside play area freely during the session. Children enjoy music and fun exercise sessions held in the school hall by outside agencies, and join in music-and-movement sessions in the nursery classroom.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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