

Jigsaw Day Nursery

Inspection report for early years provision

Unique reference number EY401292
Inspection date 04/05/2010
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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 under new ownership in 2009. It operates from three rooms on the ground floor of a building, situated in the grounds of a cricket club in Aigburth, Liverpool. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, all year round.

A maximum of 36 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children aged from one to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 10 members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The nursery provides funded early education for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a welcoming environment, where they access a wide range of toys and a variety of activities to support their learning and development. The effective key worker system ensures children's needs and welfare requirements are met. The premises are safe and secure, and robust risk assessments help minimise any potential hazards. The management demonstrates a genuine commitment to continuous quality improvement and monitors the provision. Although, recorded self-evaluation and partnerships with others are in their early stages.

What steps need to be taken to improve provision further?

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

- provide children with more opportunities to develop their problem solving, reasoning and numeracy skills during play and through practical experiences
- effectively establish links with other early years settings that children attend, in order to maintain a regular two-way flow of information
- extend self-evaluation by assessing what is provided against robust and challenging quality criteria and use as the basis of ongoing review.

The effectiveness of leadership and management of the early years provision

All safety measures are in place, and thorough vetting systems ensure adults are suitable to work with children. Staff have a good understanding of child protection issues and follow procedures for identifying any child at risk of harm, and all

visitors are closely monitored. The provision has recently had a change of ownership, and the manager has a clear vision about promoting better outcomes for children. She consistently communicates high expectations to staff about securing improvement for the future, and has made many changes, including creating a bright environment with good deployment of resources, in order to support the children's learning and development.

Monitoring of the provision is conducted through observation of the children and ongoing discussions with parents and staff. Parent questionnaires have recently been introduced, but extended self-evaluation has not yet been effectively implemented, in order to use as a basis for ongoing review and development. Close partnerships with parents have been forged, and staff are knowledgeable about each child's background and individual needs. However, links with other provisions children attend have not yet been fully developed, in order to ensure continuity of care

Staff help children to understand and respect the society they live in. There is a commitment to inclusion, with a child's need for additional support being identified as early as possible, and liaisons with parents and interagency professionals, to ensure appropriate support is provided. Children are encouraged to care for their environment, and they have many opportunities to participate in activities, such as growing plants and the recycling of materials.

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

The well-equipped playrooms, interesting activities and creative displays successfully reflect the children's backgrounds and the wider community. Staff support the children well to promote positive attitudes to learning, with good quality planning and the provision of a balance of play opportunities, both adult directed and child initiated. Outdoor play is very much part of the continuous provision, where children have opportunities to be creative as well as physical.

Staff successfully use observation to track children's progress, and record their findings in 'Records of achievement', with links to the areas of learning. Initial profiles are completed in 'Getting to know me' booklets. Parental involvement is very much encouraged, having a positive impact on the children's sense of belonging and security. Parents are invited to share their different cultural backgrounds with the children, helping to celebrate each child's unique qualities. A wealth of information is displayed for parents, informing them of the learning programme, plus numerous displays of photographs show children playing.

Children confidently explore their environment, and their independence is encouraged particularly well. Older children help to prepare snacks and serve themselves at lunchtimes, and all children help to tidy away. Many opportunities are provided for children to foster their emerging writing skills. They make patterns in the sand play and during art and craft activities. Older children learn to write their name and they self-register on arrival using name cards. At 'circle time', children discuss and reflect on specific events, and enjoy stories. Babies and young

children communicate with smiles and gestures, imitating sounds and simple words. Staff use focused activities to help children develop their mathematical skills, but often there are missed opportunities to fully extend their understanding of problem solving and calculation. For example, they do not always count how many children are present, how many line up to go outside, and how many chairs are required at meal times. During play, children discuss different shapes, and measure size and height when growing plants.

The children's imaginations are fostered extremely well. Outside, they use blankets, flasks, lanterns, torches, pots and pans and pretend to go camping, or set up a picnic area, foraging for leaves, twigs and grass to use as pretend food. All children, including very young toddlers, enjoy organised monthly sport activities with a qualified instructor. They learn how to competently manoeuvre a ball using small hockey sticks, and crawl through tunnels and balance on footprints. Various climbing apparatus is available, and outdoor play has a significant impact on children developing healthy lifestyles. They also enjoy home cooked, nutritional meals and the recipe of the week is displayed, such as 'banana smoothie', and 'Fun ways with fruit and vegetables'. Children are taught to be safety-conscious during play and through focused activities, such as fire safety and road safety. They develop close relationships with staff, helping children feel safe and secure, all of which contributes to their making good progress in their learning and areas of 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	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	3
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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