

# Jigsaw Pre-School

Inspection report for early years provision

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**Unique reference number** 251535  
**Inspection date** 28/05/2010  
**Inspector** Janet Ann Keeling

**Setting address** Sproughton School Grounds, Church Lane, Sproughton,  
Ipswich, Suffolk, IP8 3BB

**Telephone number** 07968658536

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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).

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 Pre-School opened over 14 years ago and is a committee run group. It operates from a purpose built building in the grounds of the local primary school in Sproughton, Suffolk. The group has access to a fully enclosed outdoor play area. The premises are all on one level with easy access. The pre-school and the out of school groups serve children from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children from two to under eight years may attend the setting at any one time. However, the admission policy allows children up to the age of 11 years to attend. Currently there are 41 children on roll, of these, 34 children are within the Early Years Foundation Stage and 29 children receive funding for early years education. The pre-school is open each weekday for a morning and afternoon session. Children attend for a variety of sessions

The Out of School Club opens five days a week during school term-times. Sessions are from 08.00am to 08.50am and 03.30pm to 06.00pm. The Holiday Club opens from 08.00am to 06.00pm during school holidays.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language.

There are eight members of staff who work directly with the children, of whom six hold appropriate early years qualifications. The setting was awarded the Suffolk Quality Assurance Scheme Award in July 2009 and also receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school successfully recognises and promotes the uniqueness of each child. Children are very happy, confident and eager to learn in this very welcoming and child-friendly group. Staff are highly motivated, work well as a team and have a good understanding of the Early Years Foundation Stage framework, consequently, children make excellent progress in their learning and development. Highly effective partnerships with parents and other agencies ensure each child's care and education is supported and tailored to their individual needs. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. The manager and staff show a sound commitment and ability to sustain continuous improvement. They embrace the process of self-evaluation and effectively evaluate the quality of the provision.

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

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

- ensure children's starting points in their learning and development are established on admission to the setting
- review and develop procedures for the safe storage of children's lunch boxes.

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

Good priority is given to safeguarding and protecting children. The manager is the designated person responsible for safeguarding and has a sound awareness of child protection issues and procedures. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Staff routinely verify the identity of all visitors to the pre-school and out of school provision and have a visitors book in place. There are robust recruitment and vetting procedures in place and valuable staff supervision and appraisal systems encourage continued professional development of all staff. The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. For example, detailed risk assessments are completed and cover all aspects of the indoor and outdoor environment. However, procedures for the safe storage of children's lunch boxes are not effective in ensuring that risks to children are minimised. Managers and staff are very competent, caring and demonstrate an excellent understanding of their roles and responsibilities. Deployment of resources is very good. For example, staff are effectively deployed within the setting, which is well-organised, with different areas of play set out to enable children to make free choice.

Managers and staff have a clear vision for the setting and demonstrate a strong commitment to further enhance the quality of the early years provision. Through the effective use of parent questionnaires, parents comments are actively listened to and suggestions made have brought about some excellent improvements for the children. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify any training needs. Recommendations made at the previous inspection have been fully addressed and have had a very positive impact on outcomes for children in the pre-school group. Methods to promote equality and diversity thread through the whole setting, this is successfully achieved through planned activities, the use of visual displays and posters, role play equipment and through open discussions between staff and children. Managers demonstrate an excellent commitment to working with external agencies to support the inclusion of children with special needs and/or disabilities. Excellent links have been established with the host school, where regular meetings are held with the reception school teacher to ensure children's smooth transition into the classroom environment. Consequently, this has a very positive impact on the children's future needs as many of the children move on to attend the school

where they will see familiar adults.

Partnerships with parents are outstanding. Parents are warmly welcomed by staff and clearly feel very comfortable within the setting. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well-informed regarding their children's care and are routinely involved in their child's continuous learning and development. The daily exchange of information ensures that children's changing needs are consistently met. Parents access a wealth of information regarding the group through the use of a parents notice board, newsletters, parents evenings and through the recently introduced 'white board', which informs parents of the days activities and news. In addition to this there are many beautiful photographs of their children enjoying an array of activities whilst at the setting which adds to the welcoming environment. All required documentation, such as contracts and consents, are completed and well-maintained. Parents also receive a prospectus before their child starts at the group and have access to all policies and procedures. Parents say that they are extremely happy with the excellent care and learning opportunities that are provided for their children and that staff are approachable, professional, caring and very aware of their children's individual needs.

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

Children benefit enormously from a very welcoming, well-organised environment and from the staff's comprehensive knowledge and understanding of how to develop the children's learning through play. There is a vibrant yet calm atmosphere, where children thrive and respond to challenges with great enthusiasm. Children are eager to learn, they are confident and very happy. They have excellent opportunities to make choices about their own learning as they freely access a wide range of activities and resources, both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Children show good levels of independence, curiosity and imagination. Staff interaction is excellent, staff know the children very well, are aware of their individual learning needs, ask open ended questions and support children as they play. Children work independently and in groups and share their ideas with staff. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have a very good understanding of children's individual needs as they observe and record information on a daily basis. Information is evaluated and used to inform future planning. On admission to the setting, an 'all about me' form is completed with parents, this clearly demonstrates children's individual care needs, however, it does not fully establish children's starting points in their learning. All children have a 'learning journey folder', which contains both written and photographic information of children's learning, achievements and records of children's own work. These folders are shared regularly with parents and are available for parents to see at any time.

Children make excellent progress towards the early learning goals because staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage framework. Children relish an excellent range of first hand learning experiences. For example, they learn about living things as they observe the life cycle of frogs. They watch with amazement as the pre-schools frogspawn develops and the tadpoles begin to grow legs. There was great excitement as staff placed the tiny frogs in a shallow tray for the children to see them more easily, one child shouted with joy as the frogs began to jump!. Children plant fruit and vegetables, such as potatoes, runner beans, strawberries, tomatoes, peas and raspberries. They tend the crops each day and watch with delight as they grow. One child said that they were looking forward to eating the strawberries at snack time!. Children are developing a love for books as they sit attentively at story time and freely access a wide range of books in the quiet corner. Children are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack time and are encouraged to write their name on their own work. Children enjoy music and movement and engage in physical activity everyday. Children are skilled at throwing and catching balls and had enormous fun playing basket ball. Children express their ideas creatively through their drawings, art and craft work and also play imaginatively with the dressing-up clothes as they act out different roles, aided by a good selection of small world toys and equipment. Children also benefit from regular visits to the local park and to the mobile library where they choose their own books and take them home if they wish. Children attending the out of school groups enjoy a varied programme of activities. For example, they learn about healthy eating through food tasting sessions, engage in cooking activities and help plan a fashion show to raise money. Children's individual needs are fully supported and information regarding their progress is recorded and passed to the child's key worker.

Children's behaviour is very good, they develop confidence and self-esteem and are developing an understanding of other people's needs. For example, as children sat around the table at snack time they passed the butter dish to each other, they took turns to throw their ball into the basket ball net and waited patiently to use the computer. Consequently, children learn to share, take turns and respect each other. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's differences and similarities, as they celebrate cultural festivals throughout the year. Children learn about how to stay safe, they regularly engage in emergency evacuation procedures and learn about stranger danger through talks from the local police officer. Children demonstrate a growing awareness of their own health and hygiene needs. Many are independent with toileting skills and are very aware of washing their hands after using the toilet and before snacks. Children's understanding of the importance of hand washing is further supported through the use of pictorial prompts above the sinks. Children develop a good understanding of healthy eating, they have fresh fruit each day and have access to drinking water throughout the sessions. At lunch time, as the children socialise and eat their packed lunches, they enter into discussion with staff about what foods are good for them and which foods are not. Children develop a sense of responsibility as they help to tidy away their toys, use tools, such as scissors, in a safe manner and make sure they hang their coats and belongings on their coat pegs. Children demonstrate that they are

acquiring skills that will help them in the future and prepare them for their transition into school.



## 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	2

### 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	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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