



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221601

DfES Number: 585122

INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Susan Christine McGuire

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Jigsaw Day Nursery
Setting Address	48a Post Street Godmanchester Huntingdon Cambridgeshire PE29 2AQ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Jigsaw Day Nursery
Address	48a Post Street Godmanchester Huntingdon Cambridgeshire PE29 2AQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jigsaw Day Nursery is a privately owned setting which opened in 1997. It operates from two rooms in a Quaker meeting room which is situated in the centre of the village of Godmanchester. A maximum of thirty children may attend the nursery at any one time. The nursery is open each weekday during school term-times, from 08:30 to 15:00. All children share access to a secure, enclosed outdoor play area.

There are currently thirty six children aged from birth to five years on roll. Of these, eighteen

children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs, and has experience of supporting children who speak English as an additional language.

The nursery employs seven staff. Six of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Jigsaw Day Nursery provides good care for children.

The staff show good teamwork, daily preparing the shared premises to create a welcoming environment for the children and their carers. They are imaginative in the use of the limited display areas available to provide posters and labels for the children to enjoy. Staff keep their skills fresh through the regular take-up of training opportunities. The daily organisation of the setting is supported by clearly-written policies and procedures, but staff clearances require updating.

Staff are vigilant in following set procedures to keep children safe and secure on the premises, and ensure that accidents and the administration of medicines is recorded accurately. They encourage children to manage their personal hygiene

independently, but drinking water is not readily available for them to meet their own needs in this regard. The snacks and meals are taken in pleasant social groupings but the nutritional balance of the children's diet needs further development.

Staff plan and provide a wide range of stimulating, fun-filled activities both indoors and outdoors, which successfully supports children's play and learning. Planning for babies is developmentally appropriate and takes good account of individual routines. Children behave well and are forming positive relationships with each other across all the age-groups, following the good examples set by staff. Activities are provided which give children positive experiences of diverse cultures so they are learning about equality through play. Good strategies are in place to support children with identified special needs.

The partnership with parents is very good. They appear comfortable in the setting and appreciate the informal relationship they have with staff which allows them to exchange verbal information about their children on a daily basis. The quality of the written information they receive is good and keeps them updated about the provision.

What has improved since the last inspection?

At the last inspection the setting agreed to improve certain aspects of record keeping, children's safety, and practice with regard to preparation of meals.

Staff now keep a record of babies' food intakes and nappy changes, and of all visitors to the nursery. They also record permission from parents for the seeking of emergency medical treatment, so the partnership with parents has been further enhanced.

A risk assessment has been conducted on the inside and outside of the premises and steps have been taken to minimise the risks which were identified, thus improving the safety of the play areas for the children. This has been further improved by the provision of extra notices detailing fire plans throughout. Staff have also undertaken training on child protection issues to improve their knowledge of procedures to keep children safe from harm.

Lastly, staff have been trained in food handling and are provided with protective clothing to ensure the hygienic preparation of food for the children's consumption.

What is being done well?

- Staff foster excellent relationships with the children and demonstrate very caring attitudes towards them. Children respond well to this, running up to greet staff with genuine affection when they arrive at the setting.
- Good use is made of the space available to meet the developmental needs of the children. Quiet areas and areas for messy play are regularly set-up within the daily routine so all children have the opportunity to take part in varied activities which support their play and learning.

- Staff know the children and their families well, and work hard to ensure that individual needs are met and routines are adhered to.
- Children's independence skills are developing well. Staff give them support and encouragement to manage dressing and undressing for P.E. and provide a secure environment where children are able to move between areas with confidence.
- Staff understand the importance of providing fresh air and outdoor play experiences, especially for children who spend all day in the setting. Unless the weather is very poor, children play outside regularly, letting off steam and learning physical and social skills as they share equipment.

What needs to be improved?

- staff clearance details
- availability of drinking water for children
- the nutritional content of meals.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Update staff clearances.
8	Ensure that children are aware of the availability of drinks throughout the day and develop the nutritional balance in daily menus.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Jigsaw Day Nursery is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional, and mathematical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have excellent knowledge of the children's interests and capabilities. They create a relaxed environment where children are confident learners. Staff are skilled in extending learning through effective questioning and by recognising unplanned opportunities. They use assessment effectively to mostly set appropriate challenge to older, more able children in group activities. Planning generally shows a good understanding of the Foundation Stage but does not clearly explain how activities can support identified learning intentions in weekly plans.

Leadership and management is generally good. The owners are very involved in the provision and foster good relationships with the staff who also work co-operatively together. Plans are in hand to improve the appraisal system, but on-going professional development is supported through training. Staff are made aware of the aims for children's nursery education although this is not always clearly written in planning. All are committed to the children's care and education and maintain a good liaison with the local infant school to provide consistency.

Partnership with parents is generally good. Parents speak highly of the setting and express appreciation of how well-settled their children are. They enjoy relaxed relationships with staff and are provided with good quality information about the provision, but information about the Foundation Stage lacks detail. Informal opportunities to discuss children's progress are facilitated, but there is little time given for both parents to attend formal, planned discussions. There is insufficient encouragement for parents to be partners in their children's learning.

What is being done well?

- Children's mathematical development is being very well supported through well-planned activities and by staff's skilled recognition of opportunities to set problem-solving challenges, for example, finding vehicles to fit under the bridge, encouraging the use of appropriate language such as 'too wide' or 'too tall'.
- Children are becoming confident and independent, and are learning to form positive relationships with adults other than their carers, and with their peers. Children spend time in mixed age-groups so they are also learning to understand the needs of others.
- Staff create a very warm, relaxed environment in which children are

becoming confident, enthusiastic learners.

- Staff are skilled in extending learning by recognising unplanned opportunities to set challenge and by using effective questioning to encourage children to think.

What needs to be improved?

- the links between activities and learning intentions in short term plans
- opportunities for children to develop design and construction skills, and to be supported in using their natural curiosity
- encouragement for children to attempt to write their names
- opportunities for parents to be partners in their child's learning.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the key issues raised at the last inspection.

Staff use assessment effectively to plan the next steps of learning for individual children. Parents are invited to contribute to initial assessment, but opportunities for them to continue to do so are limited.

Labelling includes pictures as well as words to show children different symbols for written communication, and children are given good adult support when attempting to write, although they have insufficient encouragement to write their own names.

Staff provide daily experiences of exploring letter-shapes and sounds, as both group and one-to-one activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Staff give very good support to help children to separate confidently from their carers. Children show good concentration in group activities and older children are confident to contribute to discussions. They persist with challenging tasks, e.g. dressing themselves and are becoming independent in their self-care. They are learning to share equipment and to take turns patiently and to consider the needs of others. They have a good sense of self through positive discussions about home.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy group stories and access books independently for their own pleasure or to share with a willing adult, but they do not regularly see books which also carry information. They are given encouragement to listen to each other and to follow instructions, and staff take opportunities to introduce new vocabulary e.g. carnivore. A wide variety of mark-making experiences are freely available, but more able children receive insufficient encouragement to write their names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Songs and rhymes are used well to give children experience of counting forwards and backwards, using fingers to aid understanding. Staff regularly see opportunities to encourage problem-solving e.g. during brick-construction and observing patterns in cube activity. Children recognise shape and colour and use comparative language in context during play. They also recognise and can sequence numerals, and experiment with weighing equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a good sense of time and place through the daily routine which observes the date and weather and through topics which explore the local environment e.g. map of routes children take to the setting. Observation of diverse festivals gives knowledge of the wider world. Children often construct with bricks but have few opportunities to design using different materials or methods of joining. There is limited access to I.T. to support learning and children rarely explore freely.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are given frequent opportunities to develop skills in climbing, sliding, steering and running. Staff encourage them to notice how their bodies react to exercise, and help them to understand their needs for sleep or warm clothes. children are becoming confident in the use of some tools e.g. pencils and scissors but lack of access to design activities limits their selection of tools to effect change. They pour accurately, carry objects safely and show a preference for right or left hands.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are regularly enjoying experimenting with a variety of media and materials as planned activities. They are given freedom of choice about the end result in adult-led craft activities e.g. clay dinosaurs, but have limited access to paint and malleable materials for free play. Children sing with enthusiasm and are learning to respond well to rhythms when moving to music. Their imagination is being well-developed in role-play activities and encouragement to use all their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve planning so that short-term plans clearly show how activities can support identified learning intentions, the programme for knowledge and understanding of the world includes increased opportunities for children to explore and develop their design and construction skills, and the programme for communication, language and literacy provides sufficient encouragement for older and more able children to write their names
- provide opportunities for parents to be partners in their child's learning and to contribute to assessment records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.