



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508971

DfES Number: 538243

INSPECTION DETAILS

Inspection Date 15/10/2003
Inspector Name Sue Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jigsaw YMCA Ltd
Setting Address Y Sportscentre
St. Pauls Road
St. Leonards-on-Sea
East Sussex
TN37 6RS

REGISTERED PROVIDER DETAILS

Name Mrs Jennie Jefferies

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 YMCA Ltd has been registered since 2001. It operates from the first floor of the YMCA building close to the town centre, local shops and schools. The nursery has access to two main activity rooms with enclosed areas for the younger children, in addition to toilet and sleeping facilities. There is access to a small enclosed chip barked outdoor play area.

The nursery is registered to provide 50 places for children aged under six years, of whom 12 may be aged under two years. There are currently 87 children on roll including 30 funded three-year-olds and 16 four-year-olds. The nursery supports children with special needs and for whom English is an additional language. Children attend a variety of sessions/days each week.

The group opens five days a week throughout the year, except for public holidays including a week at Christmas. Children attend during the hours of 8.30am to 5.30pm.

All of the twelve full and part time staff have childcare qualifications or are attending training. A manager oversees two privately owned nurseries and a supervisor is in day to day charge of the nursery.

The setting is a member of the Early Years Partnership, National Day Nurseries Association and receives regular support from the SEN early years teacher.

How good is the Day Care?

Jigsaw Day Nursery provides good care for children.

The owner and staff have a clear understanding of their responsibilities. The staff team work well together and benefit from various training opportunities. The nursery premises are clean and well maintained. The layout is well organised to meet the needs of the children, though the babies do not always have access to outdoor play. All documentation is in place though some additions are suggested.

Staff are vigilant and children are sensitively supervised. The nursery areas are secure and children can explore their environment safely. Hygiene practices are good. Healthy snacks are provided with drinks available during the day. The older children bring packed lunches and babies feeding routines are followed. Discussion with parents ensures any dietary or medical requirements are met. The staff's understanding of child protection helps keep children safe.

There is a wide range of stimulating and interesting activities planned for all children. Activities for babies concentrate on positive attention and sensory experiences. The older children have substantial opportunities during the day to develop their learning in all areas and have fun. Children learn about other people's lives, with their own needs respected and valued. Their behaviour is very good and the staff are supportive and encouraging.

Parents are made welcome and receive information about the aims of the nursery. They are given verbal feedback about their child's day. Parents of funded children are able to access records made about their child's achievements.

What has improved since the last inspection?

not applicable

What is being done well?

- The activity plans for all ages are clearly displayed and followed by the staff. They show a wide range of well thought out activities that help the child's development.
- Sensory experiences are available for all children. In particular the babies and toddlers play with a variety of textures including jelly, water and paints. Tactile toys are of good quality and used well.
- The staff make informed observations. These are used well to ensure that the daily plans provide all children with new and varied experiences. The good quality play resources include toys made from wood and plastic.
- Children learn about cultures and religions. They are involved in varied activities that help them see how others celebrate their festivals and culture, experiencing the foods and stories. For example when learning about Diwali they help make naan bread, taste Indian foods and make candleholders.
- Children's behaviour is very good. They respond well to the staff's clear guidance and praise. They eagerly take part in activities, tidy away toys and listen to stories.

What needs to be improved?

- feedback to parents, particularly of babies by providing some written information of child's day;
- documentation, by (i) obtaining written parental consent for taking photos of

children and using to display in the nursery, (ii) producing written procedures to be followed when taking and collecting children to and from local schools.

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
14	obtain written permission from parents before taking and using photographs of their children
14	make available to parents a written statement that provides details of the procedure to be followed when taking and collecting children to and from local schools

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

How effective is the nursery education?

The quality of the nursery education offered by the Jigsaw nursery is of high quality. It enables children to make very good progress towards the early learning goals. The children are very confident, eager to participate in the wide range of exciting activities and play experiences offered to them.

The quality of teaching is very good. A well planned and stimulating curriculum across all areas of learning is provided. The staff have a sound knowledge of the stepping stones. An effective key worker system is in place and children's assessments are helped by informed observations. The challenges set for the children are fun and achievable. The staff are skilled and successful at developing children's language and communication skills. Group activities are presented in an enthusiastic manner.

Leadership and management is very good. The staff work very well together as a team with clear guidance and support provided by the senior staff. Systems are in place to monitor and evaluate the effectiveness of the curriculum. The nursery is continually looking to improve the care and education for all children.

The partnership with parents and carers is generally good. Information provided about the nursery is clear. They can speak with key workers about their child and have access to records kept. They are well informed about topics and themes. Parents have limited structured input into their child's learning and only informal systems exist for the sharing of what they know about their child. They are able to attend open evenings specifically arranged to meet the needs of working parents.

What is being done well?

- Children are confident, interested and motivated to learn. They concentrate well and listen to the staff. Behaviour is very good with children forming positive friendships.
- Very good use is made of the accommodation. Children use different areas of the nursery and know the daily routines well. Good use is made of the outdoor area throughout the day for both structured activity and free play.
- Children listen exceptionally well to stories and enjoy participation when appropriate. They learn to appreciate books and learn that information can be found in print.
- The key worker system enables children to work with a named member of staff. Well informed observations are made that help inform the next steps in the planning.
- Children get to use a wide range of tactile substances such as jelly, cornflour mixture, sand, water and rice. They like to be involved in the activities and

look forward to their turn.

- The staff communicate effectively with the children. They listen well and give the children time to think and form responses. They clearly enjoy being with the children and creating good learning opportunities.

What needs to be improved?

- opportunities for children to copy their name;
- opportunities for incidental learning about mathematics in other activities;
- inclusion of parents in sharing what they know about their child and how they can be more involved in their child's learning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and eager to learn. They relate well to adults and to each other. They concentrate for substantial periods of time at activities, both adult led and free choice. They are encouraged to be independent and begin to make choices. They learn to share, take turns, and to be considerate to others. Children behave well and respond positively to requests from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books and listen intently to stories. They communicate with staff and clear speech is encouraged. They learn that information can be found in books and in print. They notice the sounds of letters and words. Children recognise their names and begin to write these correctly with formed letters, although their name cards are not always made available. Activities such as role play include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise shapes, colours and size. Their understanding of numbers is encouraged over a range of activities, for example at snack time. They develop an awareness of weight and capacity through planned activities and free play, using resources such as sand, water and rice. Some opportunities for incidental learning are limited when the focus is on another area of learning. Children begin to show an interest in number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's interest in the natural world is stimulated through their being able to follow closely the life cycle of butterflies. Planned activities help them notice changes in the environment throughout the year. Children explore and investigate a variety of different materials and substances. They have opportunities to use technology with the computer and programmable robot. There is depth to the activities that help children learn more about their own cultures and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely. They have good coordination and spatial awareness, both indoors and out. Staff are on hand to give support and encourage new skills. Through varied activities and routines they become aware of the importance of staying healthy. They use a range of malleable materials such as clay, play dough and corn flour mixture to explore by poking, kneading and squeezing. They learn to handle scissors, pencils, paint brushes and other objects well.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to experience using materials by themselves. They are given time to express their own thought and feelings. A wide range of different mediums are used to develop the children's use and awareness of all the senses. Children discuss what they can smell, feel and see during a cooking activity. They enthusiastically take part in music sessions, using their voices to distinguish between loud and soft sounds. They are encouraged to use their imagination and enjoy role play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following:
- increase incidental opportunities for name writing and the use of mathematics;
- encourage further involvement of parents in their children's learning.
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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.