



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251535

DfES Number: 520340

### INSPECTION DETAILS

Inspection Date 02/12/2004  
Inspector Name Deborah Kerry

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Jigsaw Pre-School  
Setting Address Sproughton School Grounds  
Church Lane, Sproughton  
Ipswich  
Suffolk  
IP8 3BB

### REGISTERED PROVIDER DETAILS

Name The Committee of Jigsaw Pre-School 1031071

### ORGANISATION DETAILS

Name Jigsaw Pre-School  
Address Sproughton School Grounds  
Church Lane, Sproughton  
Ipswich  
Suffolk  
IP8 3BB

## 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 Pre-School is situated in a mobile classroom, in the grounds of the local primary school in Sproughton, Suffolk.

The group have access to a fully enclosed outdoor play area.

The group is registered for sixteen children aged from two years to under five years.

They employ five staff, of whom four are qualified.

Two members of staff are currently undertaking (Level 3) training.

The group is open for five mornings a week from 09:10-11:40 and one afternoon, Wednesdays from 12:40-15:10.

They have established positive links with the adjoining school and are able to use the large playing fields and hall for physical play activities.

The group is in receipt of funding for nursery education.

### How good is the Day Care?

Jigsaw pre-school provides satisfactory quality care for children.

The staff have or are attending early years training. They work well as a team to plan activities for the children. They have all developed in their roles and responsibilities as they have covered for the manager's sick leave.

All relevant policies and documentation are in place and kept up to date. The staff are aware of children's safety at all times especially when using the outside play area. Good hygiene routines are observed although there is no provision for staff if they need to seek emergency medical advice or treatment for children.

The children are provided with a wide variety of healthy snacks that meets children's

individual dietary needs. Planning takes into account children's individual developmental needs and helps them to progress.

Staff have an understanding of the child protection policy but there are no clear procedures to be followed if an allegation is made against a member of staff or volunteer.

There is a wide range of activities and resources provided that helps children to progress in all areas of their learning and development.

The staff support the children and extend their knowledge by listening and asking them questions.

There are good relationships with parents who are welcomed into the setting. There is a parent's rota for cleaning and they are given regular verbal feedback on topics and activities covered. Twice-yearly parent's evening keeps them informed of their children's progress. They are able to view their child's records at any time.

#### **What has improved since the last inspection?**

Since the last inspection all staff now complete all necessary documentation to implement checks to ensure that they are safe to work with children. An incident record book is now in place for recording incidents that helps to keep children safe.

#### **What is being done well?**

- Children have access to a range of resources and planned activities. Staff get involved with the children, question them and give support when needed, which helps children to make progress in all areas of their development.
- Staff are all aware of the safety procedures that are in place which ensures that risks to children are minimal.
- Staff set children clear boundaries about what is right and wrong, which is appropriate to their level of understanding, so they know what is expected of them.

#### **What needs to be improved?**

- parental permission for seeking emergency medical advice or treatment;
- clear procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted has not received any complaints about this provider.

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
7	request written permission from parents for seeking emergency medical advice or treatment	10/01/2005
13	ensure that the child protection policy for the playgroup includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	10/01/2005

## 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 Pre-school is generally good it enables children to make generally good progress toward the early learning goals in all six areas of learning.

The quality of teaching is generally good. The staff are excellent role models for the children and encourage them to conform to the group's rules so children know what is expected of them. Planning covers the six areas of learning but needs to be clearly linked to the early learning goals and stepping stones. The activities provided enables children to progress in their development and regular assessments allow staff to know where children are in their learning so this can be used when planning children's next step although this is not included on children's records.

All staff have in put in to the planning of the curriculum and staff have good questioning techniques which helps children to develop their thinking and vocabulary.

Leadership and management is generally good. The staff work well as a team and have weekly meetings to discuss children's progress and planning. The staff have developed their knowledge and understanding of how children learn through additional responsibilities and a change of roles due to the manager's sick leave. They are supported by a committee and have clear aims for children's learning, however the adult focused activity needs be adapted for the more able child and evaluated, then used when planning children's next step.

Partnership with parents is generally good. Parents are given good information on the daily routine and activities of each session. They are invited join the committee and fund raise for the group, they help with cleaning on a rota basis. Parents evenings are held twice a year to keep parents informed of their child's progress.

### What is being done well?

- Staff work well as a team and planning is shared and completed regularly. Their knowledge and understanding on all areas of children's learning has developed as they have taken on more responsibilities and their roles changed to cover for the manager's sick leave.
- Children's communication and language is developing through discussions on topic work. They learn how to use books, know that print carries meaning and are encouraged to talk in front of the group and to listen to others.
- Mathematical problem solving activities are included in daily routines, for example, children assess the number of cups/plates needed at snack time. They calculate how many boys and girls there are at each session, these are added together and matched to the corresponding number card, then

displayed.

**What needs to be improved?**

- planning clearly linked to early learning goals and stepping stones;
- adult focused activity needs to include differentiation and to be evaluated;
- parent's knowledge of the Foundation Stage;
- children's records to show what needs to be included in the next steps for learning.

**What has improved since the last inspection?**

There has been generally good progress since the last inspection. Planning covers all six areas of learning and staff highlight the stepping stones when they are covered through the range of resources and activities that are provided.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff are good role models for the children and good manners is encouraged. The children have good relationships with each other. They know how to take turns, share and play well together. Children know the rules of the group and are given clear guidelines from staff, which helps them to behave well. Children help to tidy up before snack time and their independence is encouraged. Children are given time to complete an activity that they are interested in and enjoy.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are given opportunities to make marks using different resources in the writing and the role play areas. Children are supported by staff to form the letters correctly as they write their own names on their work. They use a range of books for reference on their current topic and when reading stories, which enables children to learn that print carries meaning and is read from left to right. Children can sound out letters and match them to their names and can find their names at snack time.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn mathematical language through practical everyday activities. They learn how to calculate by counting the number of boys and girls, then add them together, they then find the corresponding numeral on the number line to display on the board at circle time. Children learn about shapes and compare size as staff ask them which are "bigger or smaller" when playing with dough.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The playgroup have good links within the local community, they visit the primary school for PE each week. Children investigate objects and living things when going on a nature walk and asking how and why ice melts. Children learn how to use technology through using the computer and select their own resources to build and construct. Children learn to value people's differences through celebrating traditional and some world festivals.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children learn to move, turn and stop during physical play outside using a variety of large equipment and as they move and dance to music played. They develop their hand-eye co-ordination through using tools with play dough, painting, drawing and in sand and water play. Children know to wash their hands and help to clean tables before snack which helps them to stay healthy.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children use a variety of materials and textures in their art and craft work. Their imagination is developed when acting out scenarios in the home corner using the dressing up clothes and the small world resources provided. They enjoy singing familiar songs and clap out the beat to the music. Children explore sounds and become aware of space when playing musical instruments outside in the garden.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---



## **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**

- develop the planning so that it is clearly linked to the early learning goals or stepping stones;
- ensure that the adult focused activity includes differentiation for the more able child and is evaluated for future learning;
- develop parent's knowledge and understanding on the foundation stage;
- children's records developed so they show what needs to be included in the next steps for learning.

*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.*