

# Jigsaw YMCA Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	508971
<b>Inspection date</b>	14/02/2011
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<b>Setting address</b>	Y Sportscentre, St. Pauls Road, St. Leonards-on-Sea, East Sussex, TN37 6RS
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<b>Email</b>	
<b>Type of setting</b>	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 YMCA Ltd has been registered since 2001. It is one of three nurseries owned by the same provider and operates from the first floor of the YMCA building in St. Leonards-on-Sea, East Sussex. The nursery has access to two main activity rooms with enclosed areas for younger children, in addition to toilet and sleeping facilities. There is a fully enclosed outdoor play area and children also have regular access to a sports hall for physical play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide 50 places for children aged under six years. There are currently 105 children on roll, including 56 children in the early years age range.

The nursery is able to support children with special educational needs and/or disabilities as well as those for whom English is an additional language.

The group opens five days a week throughout the year, except for public holidays. Children attend during the hours of 8am and 6pm.

There are 17 members of staff, 15 of whom hold relevant childcare qualifications. Nine staff are qualified to National Vocational Qualification at level 3, two are qualified to level 4 and one member of staff is qualified to degree level. There is an area manager and a senior manager who both oversee all three of the nurseries. A setting manager is in day-to-day charge of the nursery.

The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting supports the welfare and education of all children effectively. The setting has strong management systems to channel the ideas, views and skills of the staff to produce development plans which improve the setting and enhance the outcomes for children. Most of the systems fully support the work of the setting and staff have clear ideas about how to enhance weaknesses where these are identified. The setting's commitment to continual improvement is a feature which has been embedded for many years and is effective in driving the setting forward and maintaining the high standards that they set themselves.

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

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

- share relevant information with other practitioners who deliver the Early Years Foundation Stage to a child and with parents specifically in relation to education to encourage effective continuity and progression in children's learning
- effectively link the continuous assessment that practitioners must undertake to the Early Years Foundation Stage specifically in relation to identifying any gaps in children's learning.

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

Safeguarding is given high priority and the arrangements in place ensure that children are cared for in a safe environment by people who are suitable and qualified to do so. Risk assessments are thorough and the recruitment procedures are robust. The management structure supports senior staff to oversee the development of the setting and focus on the identification of how to build on the setting's strengths, bridge gaps, as well as drawing on what works well in the other settings in the chain. All staff are involved in contributing to the development plans and the self-evaluation process. Targets identified are those which make a positive impact on the overall quality of the provision and outcomes for children.

Steps taken to promote equality and diversity ensure that most groups are able to see themselves reflected within the resources. Children learn about each others cultures, festivals and celebrations as well as those of the wider community. Partnership working with parents in relation to care is well established and is emerging in relation to education. Parents receive generic information about how to support their children's participation in group topic work, but engage less frequently with information that specifically relates to their own child's progress and how to support it. This limits the continuity and coherence that children experience in the learning that takes place at home and in the setting.

The setting has variable success in forging partnerships with other Early Years Foundation Stage settings that children also attend. They demonstrate effective partnerships with outside agencies and professionals who support children both engaging them where they identify a need or working with them when they are already involved.

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

Children's welfare needs are effectively met and they are looked after in a warm and caring environment where the quality of the learning environment both indoors and out are good. Routines take account of the youngest children's home routines and recognise the uniqueness of each child's needs, whatever their age. Observation, assessment and planning arrangements are adequate, but do not identify gaps in children's skills as they reflect what children have demonstrated that they can do. The key person system ensures that children have their care and

education coordinated by a specific member of staff. The setting is confident that most members of staff that the children interact with have an awareness of where they are in their learning, although accept that the current systems do not guarantee this. Not all assessment effectively links to the Early Years Foundation Stage in relation to how well children are making progress as most records track rather than assess progress.

The children enjoy their time in the setting and the atmosphere is positive. The laughter of children and staff can be heard frequently throughout the sessions and children are happy and settle quickly into the routines. Children respond very positively to staff and approach them for help and support without hesitation. Their behaviour is good and they understand the expectations of the staff who regularly praise acts of kindness and helpfulness. Children make good progress in their learning and explore the activities, the environment and their ideas, keen to look at how things work and why. The children are developing a good understanding of how to keep themselves and others safe; they sweep up spilt rice and sand, aware that it makes the floor slippery. They wash their hands before eating and after using the toilet, showing a growing awareness of how this supports their health and well-being. Children make healthy choices about the food that they eat and know that some foods are better for their health than others.

Children communicate with improving confidence in groups and enjoy joining in with stories, such as 'My Sister is an Alien', laughing and joining in with the repeated refrains, demonstrating the good levels of attention and concentration in which they engage story time. Children count spontaneously in their play and are familiar with and frequently use mathematical language, particularly in relation to the size of things. They enjoy learning about different cultures as they access child-friendly activities linked, for example, to Chinese New Year and are developing an awareness of the people who are part of their community and the wider world. Older children are developing the skills needed to help them with the transition into school and beyond. Children in this setting become active learners, interested in and engaged with the environments in which they play and explore, supported well by adults who nurture them and assist them towards reaching their full potential.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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	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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## **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