

# Jigsaws Childcare Limited

Inspection report for early years provision

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**Unique reference number** EY357625  
**Inspection date** 19/05/2011  
**Inspector** Victoria Hopper

**Setting address** Kirk Fenton Parochial C of E Primary School, Main Street,  
Church Fenton, TADCASTER, North Yorkshire, LS24 9RF

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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**

Jigsaws Childcare Limited was registered in 2007 and is run and managed by a non-profit making company limited by guarantee. The setting operates from a portable building situated within the grounds of Kirk Fenton Parochial Church of England Primary School, in Church Fenton, North Yorkshire. Children have access to two main rooms and have access to secure enclosed outdoor play areas. A maximum of 51 children aged from birth to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.30am until 6pm all year round providing holiday and before and after school care. The setting serves children from the local community and surrounding areas.

There are currently 140 children on roll. Of these 118 are under eight years and of these 76 are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff who work directly with the children. Of these, two hold Qualified Teacher Status, two hold Early Years Professional Status, two are taking a foundation degree in early years, six hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting receives support from a local authority.

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

Overall the quality of the provision is good.

Children of all ages enjoy their day and take part in a balanced range of activities that effectively supports their learning and development. A well-developed knowledge of each child's needs ensures that staff successfully promote children's inclusion and progress. Overall, children are safe, secure and their individual welfare needs met. Staff work closely with parents, carers and other early years professionals in order to meet the individual needs of each child. Leaders and managers are positive in their approach to continuous improvement. Regular self-evaluation by the manager and staff ensures that priorities for development are effectively identified and acted on.

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

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

- review procedures and routines to ensure the premises and equipment are always clean and hygienic, this specifically relates to the baby room.

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

Leaders and managers implement effective vetting and recruitment procedures to ensure all adults are suitably equipped to work with children. Staff are keen to increase their professional qualifications as well as undertake short courses to increase their knowledge and understanding of current practices. They are deployed effectively to provide good levels of support and enhance children's learning and development. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. Staff have a secure understanding of the settings safeguarding procedures which help to protect children and adults. Risk assessments are conducted regularly and staff carry out visual safety checks at the beginning and end of the session to ensure that the environment is suitable.

Leaders and managers follow a detailed self-evaluation process and gather feedback from staff, parents, carers and children to effectively evaluate the quality of the provision. Identified weaknesses are addressed in detailed action plans that aim to improve outcomes for children and families. Leaders and managers have a clear understanding about what they need to do to further improve. The recommendations raised at the last inspection have been successfully addressed. The setting is committed to the on-going professional development of their team who have a good understanding of their roles and responsibilities. The resources are good, fit for purpose and support children in their development. A good two-way flow of information between parents and carers focuses on the needs of the child as staff exchange details of individual routines and activities. Effective record keeping ensures that parents and carers are kept informed about their child's well-being and learning. Staff have a good understanding of the diverse backgrounds of the children and families they serve. The equality and diversity policy outlines a commitment to inclusive practice, ensuring all children can achieve as well as they can regardless of their background. This is particularly true for children with special educational needs and/or disabilities. Good links have been established with other early years professionals and the local schools through local networking and moderation meetings. As a result information about the progress of individual children is effectively exchanged. The setting also liaises closely with a local authority early years consultant.

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

Children are happy and settled within the environment. A good range of age-appropriate activities and resources are made freely available to children and upon arrival they quickly find an activity of their choice. Children operate independently within the free flow environment confidently negotiating and solving practical problems. Staff use their well-developed knowledge of individual children to give good levels of support. Children of all ages make good progress because staff carefully plan for individual learning and development needs, including those with special educational needs and/or disabilities. There is a family atmosphere during

group time where children and adults enjoy sharing stories and joining in with songs. Quality interactions from staff support children's development of self-help skills, assisting them in keeping safe. Children's dispositions and attitudes are developed through good opportunities to use practical skills and make decisions. Outdoor provision is enhanced by adults who encourage children to take risks and experiment. For example, children enjoy investigating the sensory garden area where worms and insects are explored. Staff value children's explorations of the natural environment as they engage in activities during forest school sessions. They enjoy exploring the properties of wood, using tools and equipment with increasing control. Children are given time and space to follow their interests and work alone or in groups.

When planning daily activities and experiences the staff carefully consider the needs and interests of the children attending. There is a good balance of adult-led and child-initiated activity. Detailed analysis of observation and assessment ensures that children develop the skills they need to progress in their current and future learning. Adults have realistic expectations of children, developing their self-esteem and promoting relationships. Children's behaviour is very good as they are aware of what is expected of them. They happily take turns and share when playing on bikes and vehicles.

Staff and children demonstrate good knowledge of personal hygiene and follow clear procedures. However, the cleaning and monitoring routines in the baby room are not carried out frequently enough to ensure the premises and equipment are always clean and hygienic. Snacks and meals are well planned and provide children with a balanced diet and an opportunity to interact. Fresh drinking water is freely available at all times. Children's knowledge of the wider world is enhanced through regular carefully planned outings and visits to local parks and woodland areas. Young children develop essential skills to allow them to actively explore their surroundings.

## 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