

# Jigsaws Pre School

Inspection report for early years provision

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**Unique reference number**

EY306874

**Inspection date**

06/07/2011

**Inspector**

Janet Keeling

**Setting address**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Jigsaws Pre-School registered at their current premises in 2005. The pre-school is managed by a voluntary management committee. It operates from facilities within St Chad's Primary School in Lichfield, Staffordshire. Children have access to the school playground and playing fields. The pre-school serves children and families from the local and surrounding areas.

The pre-school is open Monday to Friday from 9am until 3pm during school term time only. A maximum of 24 children from two years to eight years may attend the pre-school at any one time. Currently, there are 39 children on roll, all of whom are within the early years age group. The pre-school is in receipt of funding for early years education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

There are eight members of staff who work directly with the children. Of these, six hold National Vocational Qualifications (NVQs) at level 3 or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework and, as a result, children make good progress in their learning and development. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children have fun at this welcoming and friendly pre-school and enjoy a range of indoor and outdoor activities, although, access to the outdoor learning environment is limited. Highly successful partnerships with parents, other agencies and other early years professionals have been firmly established, ensuring children's needs are well supported. The manager and staff are enthusiastic and passionate about improving outcomes for children. They demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the pre-school.

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

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

- improve opportunities for children to flow freely between the indoor and outdoor areas
- improve the organisation of the pre-school room by creating an attractive and inspiring area where children can relax and enjoy looking through books.

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

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. They routinely verify the identity of all visitors and implement effective procedures for the safe arrival and collection of children. Risk assessments are completed on the indoor and outdoor learning environments and outings and, as a result, hazards to children are fully minimised. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. All required documentation is in place and available for inspection. The environment is welcoming and provides good opportunities for children to make choices about their own learning and play. However, opportunities for children to free flow between the indoor and outdoor area are limited. Staff are successfully deployed to ensure that children are kept safe at all times.

Staff work well as a team and are committed to improving outcomes for children. Systems to monitor and evaluate the pre-school's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into pre-school life. Regular staff meetings provide valuable opportunities for staff to share good practice and discuss any issues. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The pre-school has effective procedures in place to ensure that children have a smooth transition into school. For example, teachers from the reception class visit children in the pre-school and read stories and get to know the children in their own environment. Pre-school children are also invited to take 'transitional lunches' in the school canteen so that they can familiarise themselves with the lunchtime routines.

Partnerships with parents, carers and other agencies are outstanding. During the summer term the pre-school holds an open morning for new parents and children. This provides an opportunity for parents and carers to meet staff and have a look around the pre-school environment. Parents and carers receive an informative welcome pack before their child starts and have access to all policies and procedures. Staff dedicate time getting to know children and their families. This is achieved through the effective implementation of the key person system and informal discussion each day. Consequently, meaningful relationships are fostered which ensure children settle well and feel secure. Parents access a wealth of information regarding the group through the use of a parents' notice board, regular newsletters and by being involved in reviewing one of the pre-school's key policies each term. Parents' comments during the inspection were highly positive. They include, 'staff are approachable and friendly', 'children are happy and

thoroughly enjoy their time at the pre-school' and 'staff are very supportive'.

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

The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the pre-school a registration document and a 'my story' form is completed which clearly identifies children's individual needs and interests. This helps staff to build on what children already know and helps to guide and support their planning. Staff observe children as they play and use information gained to inform their planning. All children have learning folders which contain information about a child's learning and achievements and evidence of their own work. These folders are shared with parents during consultation meetings and are available for them to see at any time.

Children make good progress in their learning and development as they engage in a range of stimulating and interesting activities. For example, in the creative area a group of children have fun as they explore the shaving foam. They chuckle with delight as they run their fingers through the foam. They talk about how the foam feels and smells and make patterns with their fingers. Their creativity is supported well through a range of accessible resources, such as construction toys, role play equipment, sand, dough, gloop and paint. There is great excitement and laughter in the role play area as children explore the camping equipment. They sit in the tent and talk about what they are going to cook on the barbecue. They confidently use binoculars and write a list of items they want to buy for their barbecue.

Children develop a love for books as they listen with enjoyment to their favourite stories. However, the current book area is not attractive or inspiring. Children thoroughly enjoy music and movement sessions and engage in physical activities every day. They enjoy singing and action rhymes and are excited when they sing 'Hickory Dickory Dock', 'I'm a Dingle Dangle Scarecrow' and 'Five Currant Buns'. Children relish being in the fresh air where they access a range of outdoor equipment. They learn about their natural environment as they talk about the weather, help to plant strawberries and carrots and learn about recycling as they help to take food waste to the compost bin. Children also enjoy engaging in listening walks around the school playing fields and collecting leaves for their collage pictures. Children have opportunities to explore their local community. For example, they enjoy feeding ducks and visit a local shop where they choose a variety of foods to have at snack-time.

Children learn to take responsibility for their own safety by playing in a safe and

secure environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely. They enjoy a range of healthy snacks and benefit from physical play opportunities each day. They also freely access their own water bottles throughout the session, ensuring that they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. Children are secure and develop a sense of belonging at the pre-school. They are happy and settled, displaying confidence and self-esteem. They behave well, responding positively to the boundaries set, such as helping to tidy up. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition into school.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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