

# Jigsaw Nursery School, Pinner

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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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 Nursery School, Pinner is one of three nurseries run by Sunbeam Childcare Ltd. It opened in 2008 and operates from rooms at the back of a church building in Pinner in the London Borough of Harrow. The nursery serves the local community and surrounding areas. Children share a secure outdoor play area. A maximum of 42 children aged from two to eight years may attend the nursery at one time; of these, 42 may be in the early years age group. There are currently 91 children from 18 months to five years on roll. The nursery provides funded early education for three and four year olds. It is registered on the Early Years Register. The nursery is able to support children who have special educational needs and/or disabilities. It currently supports children who learn English as an additional language. The nursery opens from 9am until 3pm, Monday to Friday term time only, except on Tuesdays when it closes at 1.30pm. Children attend for a variety of sessions. The nursery employs 14 members of staff. One member of staff holds Qualified Teacher Status; all other staff hold relevant qualifications ranging from levels 3 and 4.

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

Overall the quality of the provision is good.

Children enjoy their time at the nursery. They are cared for in an extremely secure environment, where they all make good progress in their learning overall, supported by skilled and enthusiastic practitioners. Practices and procedures are mainly consistent. Self-evaluation systems are good, and are coupled with a strong ability to maintain continuous improvement through training. The nursery has excellent communications with parents, together with good partnerships with other settings, both of which support children's care, learning and development.

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

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

- extend children's use of all available resources, encouraging them to use these flexibly to support their imaginative play and make further choices and decisions
- review monitoring systems to prevent the spread of cross infection, through the consistent use of protective clothing.

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

Excellent care is taken to ensure children are safe. Clear safeguarding information is available in the nursery's policies, which all staff implement exceedingly well,

with parents made fully aware of the contents. Staff demonstrate a confident awareness of the action they would take if they were concerned about a child in their care. Comprehensive, detailed risk assessment is in place covering all aspects of the premises and the activities children undertake. The risk assessment is reviewed annually, or more frequently as required, owing to the thoroughness of staff. For example, it is adapted as new equipment arrives or further potential risks identified. Robust systems are in place to check that staff are suitable for their role with young children. Children use secure premises and take part in regular evacuation drills, which support their exemplary understanding of safety procedures. Effective systems are in place to support children's health and well-being, through individual care plans tailored to their needs.

Systems for monitoring and self-assessment are good overall, although not all expected staff procedures are checked for consistency. The Ofsted self-evaluation form has been completed and clear plans for improvement are identified. The four recommendations raised at the last inspection have been addressed which have improved outcomes for children effectively. An 'open door' policy welcomes parents to contribute their views and opinions. The nursery strongly values children's ideas and interests and staff are very committed to implementing these. The management of the nursery provides a good role model to the other staff. This encourages staff to increase and develop their childcare practice, which they do effectively. Staff have a generally good understanding of their day-to-day roles and responsibilities. The nursery is extremely proactive in its communications with parents. The nursery foster very effective links with parents and carers. The highly effective open door policy promotes excellent partnership working. Staff make the time to provide parents with valuable information about how children spent their day at the nursery through detailed daily conversations. Parents receive on-going information about the progress their child makes through conversations as well as through regular formal meetings. Excellent communication ensures parents are familiar with their child's development as well as the events at the nursery. As a result, parents are keen to contribute their ideas and suggestions and their strong participation in the nursery is highly valued. Innovative ways of including all parents means that events to promote the involvement of fathers and grandfathers are very well attended. The nursery communicates effectively with other settings to form good partnerships that consistently support children's outcomes.

Resources are good; however, not all items are always used as fully as possible by the children. Staff are very effectively deployed with the children to promote learning and development consistently. The nursery strongly embraces and values diversity; for example, staff promote festivals by inviting parents in to demonstrate and discuss their particular special occasions with all children.

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

Children are happy and enjoy their time at the nursery. They form good relationships with staff and other children. Children demonstrate excellent understanding of safety arrangements, waiting sensibly at the stairs to access the

outdoor area, for example. Children's behaviour is very good; they benefit from having consistently clear boundaries stipulated by staff. Good behaviour and manners are encouraged. Staff provide praise and encouragement to children for their efforts and achievements. This underpins and increases children's self-esteem and confidence effectively, so they move around the playrooms freely, deciding what to do. Children have easy access to a range of well stored play resources; however, they do not use these materials as well as possible to support their imaginative play. They play mainly with resources that staff put out for them and staff do not encourage them to choose from these other toys and items of equipment to extend their creative ideas.

Planning is flexible, responding to children's individual interests and needs. Staff know the children well. This helps them to effectively evaluate children's different stages of development in order to plan for them as individuals. Children are confident, active learners. Their personal, social and emotional development is particularly strong; for example, they respect other children's turn at using a timer. Writing materials and a range of graphics resources are freely available. Weekly themes are chosen well, reflecting children's interests, such as 'Rainbow colours', which encourages younger children to choose different colours to make marks, underpinning their early writing skills. Older children draw recognisable pictures and write their own names.

Children use good hygiene practices and learn about healthy eating well. Staff provide a healthy snack and parents provide packed lunches. Children develop good understanding of the importance of effective hygiene practice, washing their hands independently. They enjoy using the garden and are keen to be outside, so benefit from plenty of fresh air and physical activity.

Staff interaction with children is generally effective. They challenge children's thinking well, for example, through encouraging them to measure the height of their building blocks, which supports all children in making good progress in their learning and development. They develop good skills for the future, enthusiastically learning how to use modern technology. Children support each other, with older children helping younger ones to put their coats on, thus making an effective and positive contribution to nursery life.

## 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	1
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	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	1
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