

# Jigsaw Day Nursery

Inspection report for early years provision

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**Unique reference number** EY438710  
**Inspection date** 12/06/2012  
**Inspector** Jennifer Kane

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**Type of setting** 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*.

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## Description of the setting

Jigsaw Day Nursery registered in 2011. It is one of four nurseries owned and managed by Jigsaw Day Nursery. The nursery operates from self-contained facilities on the ground floor of Sussex Coast College in Hastings, East Sussex. Children have access to a secure enclosed outdoor play area. It is open Monday to Friday from 8am to 6pm, all year round.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time. None may be under two years. There are currently 44 children aged from two to under five years on roll; some in part-time places. Children aged three and four years are funded for free early education.

The nursery employs five members of staff who each hold an appropriate early years qualification. They receive support from the local authority's early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy positive relationships with staff who know them well and are aware of their individual needs. Staff have a good understanding of how to implement the Early Years Foundation Stage framework; consequently, children are making good progress in their learning and development overall. The safety and welfare of the children are given top priority and the environment is mostly well organised. Well-established partnerships with parents and carers help to ensure good continuity of care. The manager has high aims, a clear understanding of the strengths and weaknesses of the nursery and uses effective systems of self-evaluation to identify areas for improvement. This demonstrates a good commitment to continuous improvement.

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

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

- extend the system for monitoring children's progress towards the early learning goals in order to fully identify the rate at which they are progressing and to identify any gaps in their achievements
- improve the environment for younger children, for example, by enhancing the space available for those who wish to relax, play quietly or sleep without disturbance, equipped with appropriate furniture.

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

The manager and staff have a good knowledge of child protection issues and procedures to follow should they have a concern. They update their knowledge regularly and share the safeguarding policy with parents. Robust recruitment and vetting procedures are in place to help ensure adults having contact with the children are suitable. Staff and volunteers receive good ongoing support through induction, supervision and appraisals. Staff conduct effective risk assessments of the equipment and areas used by children. They are vigilant about supervising children and encourage them to understand about their own and other children's safety during play.

As a team, the staff work together to make the environment child-friendly and welcoming. Toys and equipment are attractively presented to encourage self-selection and children freely choose from the shelves and display units. Children confidently move about in an open-plan environment deciding where they play. However, there is little space currently delegated for younger children to relax or sleep. Staff are exploring ways to make some areas more comfortable for younger children by providing quiet zones. Many of the resources promote diversity and positive images. Staff have a good awareness of equalities and clear commitment to inclusion. Although there are currently no children on roll with special educational needs and/or disabilities, staff are experienced and confident about offering care to all children. Parents provide staff with key words in their home language to help support children for whom English is an additional language. The staff are working towards being as sustainable as possible through recycling projects and using many wooden play materials and equipment.

The manager is proactive in establishing partnerships with other professionals. Some good links are established with several local feeder schools, other pre-school providers and health professionals. This ensures good support for children's individual development and benefits their transition into school. Relationships with parents and carers are positive and well-established. New parents share information when their children first start with their child's allocated key person and they use this effectively to establish children's starting points. The nursery is committed to establishing the views and opinions of parents and does this regularly through daily discussion, a suggestion box and planned questionnaires. Policies, procedures and information about the nursery are regularly updated and available to all parents. Children's records and documents are confidential and secure. Parents are happy with the service and make positive comments when asked for feedback. They particularly like the friendliness of the staff and say they know who their child's key person is. They are happy to share information and like looking at their children's learning journeys.

Although this is a new setting, the small team of staff work well together under the manager's leadership. The owner provides good support and confidently delegates responsibility for the day-to-day running of the nursery to the manager and her staff. There is a high commitment to the personal development and training of all staff. They keep up-to-date with childcare issues and share good practice at

regular staff meetings. There is a shared enthusiasm towards making further improvements, thus raising the outcomes for children.

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

Children enjoy their time here and demonstrate a clear sense of belonging. They are making good progress in all areas of learning and are developing good skills for the future. This is because the manager and staff have a good knowledge of the learning and development requirements to support children's overall progress. Staff plan activities that are based upon their observations and assessments of individual children. Their observational notes are clear and help them to identify children's next steps in learning. However, the use of the early learning goals to record and monitor progress does not fully identify the rate at which children are progressing or identify any gaps in their achievements. The learning journey folders hold samples of work and photographs to help parents see how their child is developing.

Children communicate clearly and explain their ideas confidently. Staff are skilled at listening and extending speech. There is a good selection of books and resources in the quiet area. For example, children look at a book about butterflies, pointing to the pictures and explaining how the egg grows in the sunshine before hatching into a butterfly. Children have favourite songs and join in readily with an action song about 'five little monkeys'. They have great fun making snapping noises when they get to the part where the crocodile appears. There are mark making resources readily available. Children enjoy different art and craft activities. They have great fun in the garden painting the windows with water, using large brushes. Children's work is on display and there are many posters and signs around the nursery. This values children's work, makes for a bright environment and helps children's word recognition.

There are opportunities to use numeracy and counting during play. While playing with the bears, children sort colours, shapes and quantities. In the construction area, children use bolt and nuts to join pieces together to make structures. A life sized puppet provides opportunities for children to discover it has many trouser pockets and children confidently count these. Children develop skills for the future as they competently access the computer. They are also able to use digital cameras and compact disc players. Children play musical lotto and listen to the sounds before putting a counter on the corresponding picture. Children enjoy being creative in the home corner, such as gathering items into a basket and pretending to go shopping. Children also enjoy making up scenarios with the dolls and dressing up clothes.

There are good opportunities for children to develop healthy lifestyles and engage in physical play. The garden is a used daily and children choose when to go outside. They enjoy being in the fresh air and cooperate with others during play. For example, they wait their turn to use the bikes and the balancing blocks. Lunchtime is a social occasion where children sit together to eat and learn the

importance of a healthy diet. Children bring packed lunches which are stored suitably until needed. Children talk to staff about a variety of subjects while they eat. For example, when they discuss eggs, children remember the nursery is incubating some chicken's eggs. Staff tell the children that a parent is bringing a chicken into nursery tomorrow for them to see. Children are happy and settled. They have formed close relationships with the staff who pay them very good attention. Activities are mainly child-led; children take responsibility for where they play and are involved in decision-making. As a result, children are engaged and their behaviour is good.

## 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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