

Jigsaw Montessori Nursery and Little Pieces Baby Unit

Love Lane, Petersfield, Hampshire, GU31 4BW

Inspection date	22/10/2012
Previous inspection date	09/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children develop good independence and self-help skills because staff provide them with guidance that successfully helps them attempt and achieve things for themselves.
- Children are provided with a good range of activities and resources that successfully capture their interest and enthusiasm for learning.
- Staff have a caring and kind approach. They notice what arouses children's curiosity, ask questions that extend learning, whilst ensuring children have time and freedom to become deeply involved in activities.
- The manager works directly with staff and children and provides them with a positive role model due to her good communication, interaction and knowledge of child development.
- Parents are fully consulted and included in all aspects of their children's care and learning.
- There are effective systems in place for making continuous improvements to most aspects of the provision, which include consultation with parents, staff and children.

It is not yet outstanding because

- Staff do not consistently encourage children to use mathematical language during their

play and extend their ability to recognise number, by displaying more numerals in the environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the manager of the provision and spoke with staff and children at appropriate times throughout the inspection
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The Jigsaw Montessori Nursery was registered in 1996. It is privately owned and is situated in the the Pavilion, which is a shared building with Petersfield Junior Football

Club. Children have access to a playroom, separate sleep room and outside play area. The provision provides places for children who live in Petersfield and the surrounding areas. The provision is registered on the Early Years Register. It operates for 48 weeks of the year, from Monday to Friday, between 8am and 6pm. Children may attend for either half or full days. There are currently 32 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four, and follows the Montessori philosophy. The provision supports children who are learning English as an additional language. There are five members of staff, all of whom hold a National Vocational Qualification (NVQ) to level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the opportunities for children to use mathematical language during their play and extend their ability to recognise number, by using more displays of numbers in the environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress taking into account their starting points and capabilities, the length of time they have been at the setting, and how often they attend. They are provided with a good range of activities and resources that successfully capture their interest in learning. Consequently, they show good levels of energy, fascination, are not easily distracted, and pay attention to details. Children develop good independence and self-help skills, because staff provide guidance that successfully helps them do things for themselves. For example, children butter toast, pour drinks and clear away their plates and cups at breakfast time. Staff stimulate children's interest through shared attention and ask questions that extend children's learning. As a result, children are well prepared for starting school. Staff make regular observations of children's play and learning and these are used to inform planning. Planning is done for each individual child taking into account interests and next steps. Parents contribute their observations of children's learning and development at home, which provides a unified approach.

Children show good listening skills as they frequently communicate with each other. Staff respond to children's interest in books. Children make marks, and some are beginning to recognise and copy simple words with most letters correctly formed. For example, as they make lists of fruit for snack time. Staff help children to count in numerical order during

everyday activities and help them match pieces of puzzles. However, they do not consistently encourage children's use of mathematical language during their play or display many numerals in purposeful contexts.

Children learn about their own cultures and faiths, and those of others in their community. They share and celebrate a range of festivals and special events, such as Diwali, Halloween and Christmas. They show interest in the features of living things, as they discover worms in the outside play area and with staff support transfer them into microscope containers. Children play imaginatively as they dress up as brides, feed dolls and use planks of wood in the outside play area to create pretend bonfires. Babies are beginning to develop control of their movements, as under close supervision, they pull themselves up on low-level furniture. They pick up and hold objects in each hand, such as small mirrors, and use their fingers to operate musical toys. In good weather, babies explore the outside environment on local walks.

The contribution of the early years provision to the well-being of children

Children form close and affectionate relationships with staff and consequently feel emotionally secure. They spontaneously approach staff for a group hug, whilst listening to music and dancing. Children play co-operatively and learn to negotiate with each other. The success of this is evident as they sometimes swap toys independently, without adult intervention and work together during their play. Most children choose to play with others and form good friendships. Staff plan in times to work individually with children. They respond in a positive way when children show interest in helping to feed babies at snack time, stay close by and embrace the interaction between the children. Children learning English as an additional language have opportunities to express themselves in their home language, as staff use a few familiar words during their play.

Babies are happy and settled because staff provide warm, loving, consistent care, and respond quickly to their needs. For example, when they notice that they are hungry and tired. They regularly give them cuddles as they move around the playroom and help them explore resources. For example, as they lift them up to touch bright shiny mobiles hanging from the window. Children are provided with healthy and nutritious meals that are cooked on the premises. Consequently, they well and enjoy mealtimes. Staff follow good hygiene procedures which protects children from the risk of cross infection. There is a good range of indoor and outdoor resources that promote children's independence and enthusiasm for learning. Children learn about their own safety, as staff talk to them about road safety and stranger danger, whilst on outings in the local community. Staff work closely with parents and other agencies, such as portage workers and speech and language therapists to meet children's individual needs. There are currently no children on roll who attend other early years provision. However, staff are aware of the need to work in partnership if the need arises. Children are ready for their next stage of learning, and transition is supported through visits to the local school before they leave the provision.

The effectiveness of the leadership and management of the early years

provision

Staff have a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. Their knowledge and understanding of protecting children's welfare is kept up to date through discussions at monthly staff meetings. Children's safety is maintained using daily check lists and risk assessments. There are effective systems in place to ensure that all staff are suitable to work with children. The manager works directly with children and staff and provides them with a positive role model. She gives staff feedback about their practice on a regular basis. Staff and the manager share information about children's individual needs and their learning and development at team meetings.

Self-evaluation is good. Staff and parents are encouraged to share ideas for improving the quality of the provision. The manager uses these contributions and her own first hand observations of practice, to create development plans that lead to continuous improvement. Since the provision has been re-located to one building, the playroom has been re-organised, so that children can be seen and well supervised at all times. In addition, the outside play area has been fitted with secure fencing. This enables children to remain safe and benefit from choosing to play inside or outside. Actions and recommendations made at the last inspection have been met. Since the last inspection parental involvement has significantly improved and parents are keen to take part in nursery events, such as nursery 'toddles'.

Staff establish effective communication with other providers, schools and professionals in order to identify all children's needs and help them to make progress. For example, they currently work with a speech and language therapist involved with some children. Consequently, children receive continuity in their care and learning. Parent's comments during the inspection show they are happy with the provision. For example, they say 'I like the way the staff interact with the children, it's a very friendly atmosphere, and when my child comes home, he has always done something different' and 'the staff are fantastic and are very kind which has helped my child to settle beautifully and I am very impressed'.

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	110256
Local authority	Hampshire
Inspection number	813385
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	32
Name of provider	Jigsaw Montessori Nursery Ltd
Date of previous inspection	09/11/2008
Telephone number	01730 268787

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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