

Jigsaw@SS Peter and Paul

St. Peter & St. Paul RC Primary School, Cricket Green, MITCHAM, Surrey, CR4 4LA

Inspection date

Previous inspection date

28/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	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 are happy and enjoy their time in the setting. They feel safe and secure in the warm, welcoming environment were they are supported by skilled and knowledgeable staff.
- Staff have a good understanding of how to promote children's safety. Child protection procedures are secure. This means children are safe.
- Children make good progress in their learning because staff has a good understanding of the stages of children's development.
- Children's physical development and their understanding of healthy lifestyles are developing well through a range of activities inside and play opportunities outside.

It is not yet outstanding because

- Self-evaluation systems are in place and developing, but they do not currently effectively include contributions from children and their parents.
- There is a good relationship with the school. However, staff do not obtain information on children's specific areas of development to include in the overall planning.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager and staff of the provision.
- The inspector observed activities in the playroom.
- The inspector looked at observational assessment and planning systems, a selection of policies and procedures, and a selection of the children's records.
- The inspector spoke to parents to obtain their views.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Jigsaw at SS Peter & Paul Out of School Care is privately owned. It opened in 2005 and registered under new ownership in 2011. It operates from a building within the grounds of SS Peter & Paul RC Primary School in Mitcham, Surrey. The Out of School Club is open each weekday during term time from 7.45am to 8.45pm for breakfast and after school from 3.20pm to 6pm. It also offers wrap around care from 9am to 12.30pm, for children starting part time at the school. All children have access to a secure outdoor area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of

the Childcare Register. There are 49 children on roll and of these 17 are in the early years age group. The club employs five members of staff. All staff hold early years qualifications and the manager has a level 4 qualification in early years, part 1 of the Foundation Degree.

What the setting needs to do to improve further

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

- provide further opportunities for parents and children to contribute to the self-evaluation process
- further develop the good communication with the school to obtain specific areas of children's learning and development to include in the planning for children's individual needs

Inspection judgements

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

Children are busy, active learners and develop their own play and ideas after a busy day at school. They independently choose from a selection of accessible resources and activities. Staff support children in their play through planning themes such as 'the environment' where they develop and extend children's ideas. For example, when children have fun building towers with small wooden blocks staff talk to them about their constructions. This naturally flows to a discussion about buildings in their community. Children learn as they happily chat and think about houses and different places people live.

Children communicate with growing confidence. They enjoy sitting in the comfortable chairs looking at books and are beginning to draw recognisable pictures. Children spontaneously use mathematical language as they play and staff help them to understand the written form. For example, children count to five and show they recognise the written numbers as they appear on cut out paper clothes, which they hang on the washing line. Staff help children to recognise numbers up to ten and some children are able to count beyond this. Children's creativity is encouraged through art and design activities that relate to their chosen theme. For example, children talk about what they see on their way to and from school and cut out pictures of what they see to create a collage. This heightens their awareness of what is around them as well as enabling them to express their thoughts in pictures. Children also use their imaginations during role-play and handle

a range of small world resources. They know the purpose of others in society such as the police and doctors. For example, when children push small cars around they know that when they crash, a police officer arrives on a bike and the doctor arrives in an ambulance.

All members of staff know children very well and the key person system means that all children are included. Staff obtain information from parents about their children's individuality and background to help them make initial assessments. They use this to plan appropriate activities that interest the children. This further aids transitions from the attached school and nursery where the children attend.

Children practice their physical skills' daily with the many resources made available for them to use. For example, pencils, scissors and paintbrushes. Outdoor play is also available in the extensive school grounds where children are able to challenge their bodies using a range of equipment.

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

The welcoming environment and the many resources effectively promotes children's all-round development. Staff use their time well to provide children with gentle guidance, which supports their well-being. The friendly relationships within the group ensure that all children form secure emotional attachments to staff and their friends. Consequently, children settle well in the warm, friendly, relaxed atmosphere. They are very happy and enjoy what they are doing.

Children develop positive friendships as they play and sit together at snack time. Children behave well. They respond to gentle reminders or corrections and benefit from the secure supportive relationships with the group. They learn to take turns and to share such toys as small world figures and tools for cutting and pasting. Children are safe within the setting and show a high level of confidence. This is because of the good relationships they have with members of staff who treat children as equals. They engage them in conversation and value their contributions. Children appreciate recognition and praise and proudly show their 'top banana' sticker in recognition for good mathematics skills.

Children are beginning to gain an understanding of considered risk as they participate in their activities. They learn appropriate boundaries for outdoor play. They learn how to handle tools such as scissors, safely. Children show their independence in seeing to their personal needs and staff actively encourage children's hygiene and self-care skills. Snacks are nutritious and children see the colourful menu plan with pictures of what they can expect to eat each day. They prepare themselves for snack time by sitting with their friends. They are then able to choose savoury or sweet croissants as well as a variety of fruit. Children have regular access to the outdoors for fresh air as well as areas within the playroom where they can relax in comfort.

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

The manager of the setting has a good overview of the educational programmes and experiences required to help children progress towards the Early Learning Goals. The ethos of the after school club is to complement the school curriculum in a fun, relaxed way. However, the staff do not always obtain clear guidance from teachers of the school about the themes and areas for children's individual areas of development to provide a consistent approach. The manager and her staff demonstrate high aspirations for the provision. However, self-evaluation does not consistently include the views and ideas of parents and children.

The manager and staff are aware of their responsibilities with regard to protecting children from abuse or neglect in accordance with the Early Years Foundation Stage requirements and the relevant Local Safeguarding Children Board. A written safeguarding policy and all the relevant guidance documents are in place to support practice. The manager and staff assess risks on a daily basis, which ensure children's safety. Recruitment and induction procedures are thorough and robust. All staff has clearance of their suitability. Secure systems are in place relation to the collection of children by appropriate adults.

Staff perform well because there is an exceptionally strong team working ethos where all support each other. The manager is passionate about the service of the provision, which means that the day-to-day leadership is strong. Good systems for staff induction and appraisals enhance the outcomes for children.

The key person system supports effective links with parents and carers. Parents speak highly of the provision and say their children do not want to leave to go home. Parents confirm their children are making good progress and believe this is because children are happy, relaxed and staff have the right level of approach to helping children to wind down after a busy school day. Staff work well with other agencies and professionals. They liaise daily with reception teachers at the school, which helps to promote children's care and partnerships.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY434556
Local authority	Merton
Inspection number	800906
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24

Number of children on roll	49
Name of provider	Kolawole Ebenezer Olamiju
Date of previous inspection	Not applicable
Telephone number	0208 6466075

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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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