

Jigsaw Day Nursery

48a Post Street, Godmanchester, Huntingdon, Cambridgeshire, PE29 2AQ

Inspection date

28/11/2012

Previous inspection date

11/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 enjoy active play and take their learning into the outdoor environment supported by practitioners who enhance their development as they encourage them to explore.
- Practitioners use skilful questioning to develop children's communication skills and help them learn new vocabulary.
- Children are cared for by practitioners who know them well and offer them sensitive support and encouragement, which enables children to settle well and feel secure.

It is not yet outstanding because

- Self-evaluation does not yet take account of the views of parents or children which compromises the nursery's ability to improve outcomes for children.
- Children are not offered sufficient opportunities to learn about how to grow and cook healthy foods which limits their understanding of how to lead a healthy lifestyle.

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 main playroom, small playroom and outdoor area.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents or carers spoken to on the day as well as information included in the setting's own parent questionnaires.

Inspector

Deborah Hunt

Full Report

Information about the setting

Jigsaw Day Nursery was registered in 1997 on the Early Years Register. It is situated in a Quaker Meeting House in the village of Godmanchester in Cambridgeshire and is managed by the owner. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday during school term times. Sessions are from 8.30am until 3pm. Children attend for a variety of sessions. There are currently 34 children attending, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop the effectiveness of self-evaluation by including the views of parents and children to inform future improvements
- provide further opportunities for children to grow and cook healthy foods to encourage their understanding of healthy eating.

Inspection judgements

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

Children at Jigsaw Day Nursery make good progress in their learning and development. The nursery practitioners are all trained in the revised Early Years Foundation Stage and are confident in its use. Educational programmes cover the prime and specific areas of learning thoroughly and offer children an interesting range of activities. For example, babies enjoy heuristic play as they explore treasure baskets, learn to use books and experience the feel of play dough. Older children explore the photography studio in the role play area and revel in their outdoor play as they help develop a sensory area, and tap out tunes on the saucepans. Children's individual interests inform planning and practitioners skilfully adapt learning to ensure all children benefit from and enjoy the activities offered. For example, two children enjoy making cakes with play dough and sand referring to a visual guide as they do so. The activity becomes real for them as they make fairy cakes, choose the colour of the icing and add sprinkles to the top. They use reference books to guide them, measure out and mix the ingredients and the activity happens early in the session to allow the whole process to be completed.

The nursery carries out their own baseline assessment of children as they start and include information provided by parents. Further regular and careful assessments of children enable practitioners to provide activities which reflect children's needs and interests and enhance their learning and development. Practitioner engagement with

children is good, children are observed and listened to carefully and are offered support or allowed to direct their own play. Skilled use of open ended questions encourages children to speak and develop their vocabulary. Very young children, and children who speak English as an additional language, are offered sensitive, thoughtful support. For example, a baby new to the nursery is provided with reassurance and security by his key person but is also encouraged to explore his environment.

Practitioners carry out regular observations of children. These inform monthly plans which are based on children's next steps in their learning. Children's progress towards the early learning goals is tracked in their individual development records. By using these combined methods practitioners ensure there are no gaps in children's learning. Key persons are responsible for ensuring that key children make effective progress. A balance of adult-led and child-initiated activities are offered. Topics follow a main focus, such as the seasons, or Christmas, but children's interests dictate what the focus is. This term a shape, number and colour topic has been studied to cover the interests of a number of children. This sparked an interest in rainbows and stories involving colour. A patchwork elephant is created, and children cut out, decorate and name their own patchwork square. They choose their own colour and count the squares used. Through activities, such as this, children add to their vocabulary, learn to cooperate and share, develop scissor control and improve their understanding of numbers. This ensures that over time they develop the skills they will need when they move onto school.

The nursery has begun completion of the progress check at age two. Key persons complete a summary of information which is discussed and agreed with parents. The nursery retains a copy which is kept in the child's development folder. The parent also takes a copy to give to the health visitor at the progress check. Ongoing assessments of children's progress are made monthly, and parental contributions are included. Children's development records are sent home at the end of each term and daily diaries further support effective communication. The nursery noticeboard also includes comprehensive information about children's activities and learning each day. Together with the daily verbal exchange of information this enables parents to contribute to their children's learning.

Children enjoy a stimulating range of experiences which punctuate their nursery day and challenge and engage them. Children participate in open ended activities as they play with small world and fantasy figures. They use their imagination as play horses become dragons flying through the air to rescue a princess. They develop their understanding of numbers and develop ideas for grouping as they count, arrange and rearrange a line of play figure ponies. Very young children engage in active learning as they persist in trying to hit a xylophone with a hammer. They use their hands to hit the bars and listen entranced by the sounds this makes. A baby begins to take risks as he toddles from his key person to the gate to watch other children playing. Children develop their fine motor skills as they cut, glue and paint their 'rainbow'. Children's communication and language skills are extremely well supported. Practitioners talk to them showing that they are listening attentively to them. They encourage children to recognise when to use loud and quiet voices as they ask a group of active boys to use their 'indoor voice'. A child who is fascinated by dinosaurs puts on wellies and enjoys a dinosaur stomp through the paints. He puts his dinosaur footprint onto black card and points to the dinosaur poster to show

his friends the brachiosaurus which is his favourite. 'Wow, this is so cool' he says. Children have fun in the outdoor area with practitioners as they run, skip and jump. They laugh and exclaim in delight as they chase the huge bubbles the practitioner makes for them. The bubble colours are linked to their rainbow theme and children call out the different colours they can see. Children enjoy creating music as they play the 'saucepan drums'. They listen attentively as the clock at the village church strikes three, telling them that it is time to go home.

Outdoors, children's learning is enhanced through the provision of related reference books, such as a book on nature in the sensory area. Practitioners help children make connections in their learning as they discuss the CD hanging decorations they made and they show curiosity as they work out that the sun is causing the reflections on the wall from their CDs.

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

Care practices at this small, homely nursery are highly effective. Children are settled, engage effectively with their peers in play and are happy. They demonstrate, through calm behaviour, that they feel secure. The established nursery team and effective key person system offer children stability. Children, therefore, develop appropriate bonds and close emotional attachments to their carers. Practitioners know children and their families well and have often cared for older siblings who love to revisit the nursery. This consistency and familial connections further support children to feel confident and secure in a well-resourced, stimulating environment. The regular routines, such as, circle time and sleep time, reassure children who flourish in this enabling setting. Children come into the nursery happily, chatting to practitioners with their parents. They separate easily, following familiar routines as they hang up their coats and change their shoes, pick up their name card from the table and add it to the board. Children are encouraged to take responsibility for their behaviour and also to manage small tasks themselves, such as, pouring their own drink of water. More able children are given additional responsibilities, such as, taking an important message to a practitioner in another room. Children are confident and show care and concern for others through activities, such as, growing daffodils to support a charity. They gently pat a child waking after a nap and show concern when a baby cries because his key person has left the room. Children cooperate well as they work in pairs to build a tower with blocks, each suggesting ways to make it more stable. They take turns adding the blocks, calling out gleefully as their tower tumbles. Children learn about risk in age-appropriate ways. For example, a child is reminded to sit on his bottom on his seat so he does not fall and children know not to run indoors. The 'Ten Rules' children and practitioners have devised further encourage children to take ownership of their environment. When there are any issues, these rules are revisited as a group and children discuss what they mean and why they are in place.

Practitioners support and guide children to take advantage of all that is on offer, and encourage them to become self-reliant and develop independence. For example, children are excited as practitioners motivate them to access the outdoor learning environment. They take off indoor footwear and put on outdoor shoes, coats, hats and gloves.

Practitioners help younger and less able children, role model actions as they do the same thing and praise those who manage these tasks themselves.

Children learn about the importance of a healthy lifestyle through activities, such as, making fruit kebabs. They enjoy healthy snacks and freshly prepared home cooked meals. For example, children enjoy cheese crackers and satsumas for their snack and chilli and rice for lunch. Alternatives are provided for children who do not like the food offered and where there are dietary or cultural requirements. Water is freely available to children throughout the day and they are offered milk, water or fruit juice with their lunch. However, children are not offered sufficient opportunities to grow or cook healthy foods which limits their understanding of where food comes from and how it supports a healthy lifestyle. During physical activities, practitioners promote the effect of exercise on children's bodies and children note that they feel hot and need a drink after running and being active.

Children are cared for in a safe and stimulating environment. Careful risk assessments are completed and a daily check is undertaken by the first practitioner in each morning. A visual timetable is used to help children more easily understand the nursery routine. Children receive affectionate care and support. For example, practitioners reassure and comfort a very young child and carefully brush a child's hair to replace her hair bobble after a nap. Throughout their time at the nursery there is high quality interaction between children and practitioners. This fosters the development of strong bonds which means children feel cherished and well cared for.

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

The manager of this nursery, her senior leadership team and other staff care passionately about the children who attend. The manager is secure in her knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. Practitioners receive regular supervision and annual appraisals are carried out. In this way, continuous professional development is monitored. Arrangements are in place to ensure that the nursery special educational needs coordinators, child protection leads and behaviour management specialists receive appropriate training and keep their knowledge and practice current. There is always a first aid trained practitioner on-site. All practitioners have undertaken safeguarding training and know the procedure to follow should they have any concerns about a child in their care. Children are, therefore, safe and protected from the risk of harm.

The manager sets realistic priorities for improvement. She follows the aim of the nursery which is 'to enhance the development and education of children in a parent involving, community-based group'. It is important to the manager and the nursery team that they remain true to this philosophy. Regular consultation with parents is carried out but their views do not yet inform the nursery's self-evaluation. This compromises the nursery's ability to improve outcomes for children as their views are not taken into account when planning improvements or reviewing practice.

Partnership working offers children good support and enables them to make smooth transitions. Partnership with parents is good and they speak highly of the setting, commenting on the care provided, friendliness of staff and relaxed environment. The nursery seeks to encourage parental involvement in their children's learning. Partnerships with the two local schools children move onto are also good. The reception teachers visit the nursery and children go on visits to the school before they start. The nursery liaises to ensure they follow the school procedure for children who are learning to read and write. For example, they implement the same phonics method as the school. Every week the nursery sends home a phonics sheet with each child for parents to work on with their children. At the setting, finger phonics books are displayed for children to access freely. A nursery practitioner is also joining the school to look at how they observe and assess children. These measures help to ensure that children experience consistency in their care and learning.

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	221601
Local authority	Cambridgeshire
Inspection number	818200
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	34
Name of provider	Jigsaw Nursery
Date of previous inspection	11/03/2009
Telephone number	01480 352210

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Type of provision

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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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