

# Jigsaw Childcare Centre

Hunnyhill Primary School, Forest Road, Newport, Isle of Wight, PO30 5SH

## Inspection date

Previous inspection date

13/12/2012

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 highly motivated and eager to be involved in the wide and varied range of activities on offer. They can initiate their own ideas and follow any type of play they choose.
- The Centre has comprehensive systems in place to monitor and assess children's progress across the areas of learning. Detailed and precise documentation clearly highlights learning levels and supports individual children's progress.
- Staff have close involvement with children to encourage emotional attachment and to develop their confidence and independence.
- The strategies to involve parents are well planned and closely monitored to ensure families are engaged. Parent's opinions are sought and used to effectively raise the quality of the provision and promote children's progress.

### It is not yet outstanding because

- The Centre has not yet fully developed links with other providers who are regularly involved in children's learning, which reduces continuity.

## 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 arrived and explained the inspection process to the provider. She viewed the premises and was introduced to the staff.
- The inspector spoke with children and staff and observed the activities and the play provision.
- The inspector viewed the documentation displayed and sampled records for managing the centre.
- The inspector provided feedback and gave the inspection judgements to the provider and two joint managers.

## Inspector

Christine Clint

## Full Report

### Information about the setting

Jigsaw Childcare Centre registered in 2012. It is one of three provisions owned and managed by a limited company. The setting operates from a classroom in Hunnyhill Primary School in Newport, on the Isle of Wight. The classroom has separate kitchen and toilet facilities available. All children have access to their own secure outdoor play area.

They also use the school hall and the playing field at times. The Childcare Centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open from Monday to Friday for 50 weeks of the year. During term time, the setting provides a breakfast club, pre-school care and an out of school club. The breakfast club operates from 8am to 8:50am, the pre-school operates from 8:50am to 3.00pm and the out of school club operates from 3.00pm to 5:30pm. A holiday club is also provided from Monday to Friday during all school holidays, from 8am to 5:30pm. There are seven staff working with the children, the majority of staff hold qualifications in childcare and early years education. The Childcare Centre is in receipt of funding for the provision of free early education to children aged two, three and four. Staff support children with special educational needs and/or disabilities. There are currently 51 children on roll in the early year's age group.

### **What the setting needs to do to improve further**

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

- develop links with other providers, to share information and promote continuity in children's progress across the areas of learning.

### **Inspection judgements**

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

The Childcare Centre has introduced fully organised and well-planned systems to Provide children with a wide variety of activities and experiences. Consequently, children are highly motivated and eager to be involved. They initiate their own ideas and follow any type of play they choose. Staff work closely with individual children to meet their individual needs. Staff plan and include all areas of learning during the daily routines and play experiences. The provision has a good balance of staff. some of whom have extensive experience and others with a newly dedicated interest. Most staff show a secure knowledge of the areas of learning and others are increasing their understanding. All staff encourage and follow children's own ideas for play.

There are comprehensive systems in place to monitor and assess children's progress across the areas of learning. Consequently, children make good progress in relation to their developmental starting points. Staff use detailed and precise documentation to cross reference children's progress, key workers' involvement and the overall provision. This clearly highlights where intervention is required and enables efficient and dedicated

systems to support individual children. The Centre is developing written reports for the assessment of children aged two to three year's. Staff competently recognise children's individual progress, they record their observations and use these to plan for children's development. They skilfully ask children open ended questions that encourage them to think, develops their speech and language skills and increases their confidence. For example, children recognise and name model animals, remember the sounds the animals make and can identify differences in size. This shows children's increasing understanding of the world and their ability to think about the meaning of mathematical language. Children play imaginatively as they move freely around the play areas. They dress dolls, make cups of tea and talk with excitement about watching the school nativity play.

There are high levels of qualified staff employed to oversee and monitor the quality of the teaching. Children have total freedom to move and select resources and continually choose between indoor and outdoor play throughout the session. The play areas are fully organised to encourage children to initiate their own activities. Children use a wide range of descriptive language, for example, as they dig in the sand for treasure. They talk about how they will find gold and what it will look like. Children are confident when using the computer and they quickly repeat actions. For example, when a staff member turns the sound down children can instantly do this for themselves.

The Centre encourages parents' involvement and makes strong links with families. This helps staff to accurately assess children's characteristics and ways of learning. Staff provide a dedicated handover of children at collection time, which encourages parents to regularly share information, especially about children's achievements at home. Parents have a clear understanding about their children's progress and development and they know that all documentation is shared and available.

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

The Centre has a fully organised keyperson system across the provision. Children are also organised in various groups, which promotes and strengthens their sense of belonging. Children settle well and show strong levels of confidence they are eager to be involved in all activities. They establish strong relationships with key staff, which promotes their emotional attachment and increases their self esteem. Children are confident in knowing the routines of the day and they make independent choices, especially for the rolling snack and drinks time. Children also take responsibility for finding and starting their packed lunches. These routines encourage children to recognise when they are thirsty or hungry and this promotes their understanding of maintaining their good health and energy levels. Children learn to recognise their own names, because they responsibly move these from the display board at snack and lunch time. Children are sociable and eagerly sit with each other at mealtimes. They are encouraged to follow regular routines to wash their hands, which increases their understanding of the importance of good hygiene. Staff explain about germs and children are learning to be independent. They also manage their own personal hygiene by finding tissues themselves and putting these in the bin when they are used.

The Centre is extensively well resourced and different play areas are organised throughout the classroom to meet all areas of learning. Children can also choose to rest, to sit with books and have a quiet time. They build towers and play cooperatively, finding bricks of certain size and shape. Children are well behaved. They play outdoors continually throughout the session and staff often recognise when physical play is needed. Especially to manage any behaviour related to excitement. Children enthusiastically follow each other on the slide, taking turns and laughing. They also choose to dig in the sand and show capable skills of communicating their imaginative ideas. They expertly explain they are digging for treasure and they know it is gold. Staff work very effectively with the school staff on site. This shared expertise successfully prepares children for their transition into the reception class.

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

The Centre has a full range of policies and procedures and these are available for parents. All documentation is in place and shows that the provider responsibly meets the Early Years Foundation Stage statutory requirements. This includes a rigorous system to safeguard children and ensure staff are suitable to work with children. There are detailed procedures for staff clearance, including well-planned induction, trial periods and appraisal systems. The provider has increased the opportunities for regular supervision and for peer monitoring. These systems are being included across the provision to support staff and develop their expertise.

The provider of the Childcare Centre has a very high level of understanding about her responsibilities in meeting the learning and development requirements. She has strong foresight and has introduced effective systems for developing the provision and embedding quality. The assessment arrangements are new and clearly link with the revised Early Years Foundation Stage framework. The provision also measures staff performance alongside children's educational progress. This helps to ensure that improvements are included across all areas, if there are any gaps in meeting children's individual needs.

The provider has clear a commitment to self-evaluation. She has introduced plans to audit many different areas to show the quality of the provision and to assess the need for improvements. Parents and staff have started to complete questionnaires and these show positive examples of strong satisfaction and good ideas for the future.

The Centre has established highly effective partnership working with parents and with the school staff. They share information about children's progress and there are close links with other professionals, for children who need support. However, staff have not yet shared information with other carers to promote continuity of learning, where children attend more than one setting.

### 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
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

<b>Unique reference number</b>	EY450200
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	804649
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Furze Hill Childcare Centre Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01983864897

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

