

Jigsaw Day Nursery

Jigsaw Nursery, 1 Cricket Green, MITCHAM, Surrey, CR4 4LB

Inspection date

Previous inspection date

19/12/2012

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

- Leaders and managers are well-motivated and committed to providing a safe, stimulating environment for children.
- Children settle well because staff build good relationships to support children's sense of security.
- Outdoor play is well-developed with a good variety of activities offered to all children.
- Staff have a secure knowledge of the Early Years Foundation Stage and use this to plan stimulating opportunities for all the children attending.
- Children are able to develop healthy lifestyles due to the provision of healthy snacks, meals and fresh air with exercise.

It is not yet outstanding because

- Partnerships are developing well with most parents, although not all parents are encouraged to contribute to their children's progress records.
- Systems of self-evaluation are not fully established to provide an accurate assessment of strengths and plans for improvement and do not yet include the views from parents.

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 spent equal time in all three rooms observing the interaction between staff and children and outside with the pre-school children.
- Three parents were interviewed and their views taken into account.
- The inspector discussed leadership and management with the two managers in the setting.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding and policies and procedures.

Inspector

Jane Wakelen

Full Report

Information about the setting

Jigsaw Day Nursery is a privately owned day care provision. It opened in 2011 and operates from three rooms in a converted house in a conservation area, opposite the Cricket Green, in the London Borough of Merton. The nursery is open each weekday from 8am to 6 pm each weekday for 50 weeks of the year except for bank holidays. All children share access to a secure enclosed outdoor play area. The nursery is registered on the

Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children in the early years age range on roll. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for three and four year olds. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered to participate in a recognised quality assurance scheme. The nursery employs 13 members of staff, which includes the cook and the managers. Of these, 13 hold appropriate early years qualifications, two hold foundation degrees and one holds a degree in Childhood Studies.

What the setting needs to do to improve further

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

- extend systems of reflective practice and self-evaluation to fully reflect the good monitoring taking place, clearly identifying the setting's strengths and priorities for development, including the views of parents, to continually improve the quality of provision for all children.
- strengthen the involvement of all parents in their child's learning by encouraging regular contributions to their child's learning records.

Inspection judgements

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

Staff promote learning and development very well within the setting. They have a good understanding of the Early Years Foundation Stage and use this knowledge to provide stimulating activities, both indoors and outside. They use a comprehensive method of observation and planning to identify children's learning intentions and next steps in their learning. This consistent approach in all rooms provides a secure method to monitor children's progress. As children progress through each room as they get older, the progress records and monitoring system follow them to inform the new key person and provide continuity. Staff are aware of the two-year progress check and have procedures in place to implement this.

Children make good progress in their learning and development. The majority of children are working at the expected level of development for their age, with many working beyond this. A careful record is kept by each room, with an overall record kept by the management to support the monitoring of the effectiveness of the setting. Children have

daily opportunities to benefit from outside play, in the garden or at the local green that is directly opposite the nursery. Children show excitement and motivation as they try different activities, reflecting the good role models from the staff. Painting and sand play are freely accessible in all rooms, with children using appropriate equipment, such as moulds in wet sand and sieves in dry sand. Outdoor play offers an extension of the natural materials to enable children to dig in the mud using spades and wheelbarrows or to plant flowers in the raised border.

Staff promote communication skills well, talking to the children all the time about what they are doing. The majority of questions are open to encourage children to respond and extend their language skills. Staff display labels around the room and provide pictorial aids to support children's understanding that print carries meaning. Mark making is offered in all of the rooms, with careful supervision in the youngest room to ensure children's safety. Mathematical skills begin in the baby room, with staff counting with the children and singing number rhymes. They use plastic bottles filled with coloured liquid to shake, tip and explore. Treasure baskets are used with the youngest children to offer opportunities to explore and experiment.

Inclusion is integral to the setting with resources, such as books, jigsaws and small world characters, together with posters reflecting a diverse society. The children and staff come from different ethnic backgrounds offering a rich experience for all children attending. Staff quickly identify those children in need of extra support and where necessary signpost them to various agencies, such as speech and language therapy at the local Children's Centre. All children are valued and made to feel special in all the rooms. Children are encouraged to use books to read with each other or to share with a member of staff.

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

There is a well-established key person system in place to provide all children with security and a familiar adult with whom to bond. All the staff work well as a team throughout the setting, which enables the children to get to know everyone. This supports the transition to the next room, as they get older. The good relationships between staff and children also extends to the parents who feel well informed about their child's daily routine and activities. However, not all parents currently engage fully with the nursery or feel involved with contributing to their child's progress records.

All staff are calm and caring in their approach and promote children's independence skills throughout the nursery. The babies are encouraged to learn to feed themselves, firstly with fingers and then with spoons. They learn routines such as sitting at the table to eat and taking turns to take some fruit from the tray. Support is given to the two to three year olds regarding potty training, in partnership with the parents and they learn to put on their coats and boots. The three to five year olds change their shoes for outdoor play and put on their coats, hats and gloves. They take turns being the special helper for the day, taking responsibility for little tasks, such as helping serve at lunch time. The staff offer lots of praise and encouragement, supporting children's self-esteem. Children behave well in the setting and show a good understanding of boundaries and rules. Staff deal calmly with

any disputes and help children learn to take turns and share the toys with the help of the sand timer, which acts as a visual aid to inform them it is their turn.

Children play in a safe, stimulating environment because the management carry out comprehensive risk assessments and identify hazards. Measures are put in place to minimise any dangers, such as stair gates, locks on doors and the removal of broken toys. Children are able to keep themselves safe as they negotiate each other when outside and hold onto the handrail when walking down the stairs. Staff teach the very youngest children how to negotiate the stairs, providing them with a necessary life skill.

The promotion of healthy lifestyles occurs throughout the setting. Children are given a good range of healthy snacks and meals, with a menu displayed to keep parents informed. All children sit at tables to eat their food, with the older children beginning to learn about quantity. For example, they choose if they want a 'big' or 'small' dinner. They dish up their own vegetables enabling them to make choices about quantity taking into account their likes and dislikes. Children's personal care is fully promoted with children washing hands before eating, after using the toilet or blowing their noses. The daily opportunities to play outside with large play equipment ensure healthy lifestyles are part of everyday living.

Resources are in good condition and stored in labelled boxes with words and pictures. The majority of resources are accessible, enabling children to make choices and decisions. Staff use the environment well, making the best use of the available play space, which is limited in some rooms. They plan the room according to their theme, providing a range of role play areas, displays and activities. Each room is bright, welcoming and colourful, encouraging children to feel welcome. Photographs adorn the walls enabling children to see pictures of themselves and others and gain a sense of belonging. This is further supported by the displays of children's artwork around the rooms.

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

Leaders, managers and staff understand their responsibilities in meeting the learning and development requirements. The management of the setting are enthusiastic individuals who strive to promote a high quality setting. They have a very good understanding of their role and responsibilities and encourage the staff to work as a team, involving them in decision making and policy writing. This ensures they are all able to take ownership and implement the policies effectively. Leaders and managers monitor the educational programmes, including how well they are meeting the needs of all children and closing gaps in achievement. The management team have a good overall understanding about monitoring the setting. They constantly observe the staff interacting with the children and monitor the activities they are providing. The introduction of peer mentoring has further developed the monitoring system, resulting in consistency amongst staff. Although there is a provisional assessment of practice by leaders, managers and staff, a more accurate evaluation of the setting's strengths and plans for improvement, including views from parents, has yet to be established.

Safeguarding is given high priority within the setting, as leaders, managers and staff have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff receiving training and regular updates to provide a secure, safe place for children. Additionally, all staff undertake suitability checks, with annual disclaimers to monitor their suitability. Comprehensive policies are in place, including a procedure to follow in the event of an allegation being made against a member of staff. Security measures, such as the locked front door, visitors book and password system, further promote children's safety.

The managers undertake regular appraisals to monitor the staff's personal development and effectiveness within the setting. Training is fully promoted with staff undertaking a minimum of three courses each year. Safeguarding and first aid are mandatory for all staff. Regular staff meetings provide a forum for discussion and the sharing of ideas and concerns to support on-going monitoring and evaluation of the provision being provided.

The setting works well in partnership with the parents and outside agencies. They liaise with the local school and children's centre, providing support and guidance to the practitioners and parents. Parents are asked to acknowledge when children attend other settings to enable the key person to share relevant information to support the child's learning and development. These well developed channels of communication all help to support outcomes for children.

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

Unique reference number	EY429426
Local authority	Merton
Inspection number	800904
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	43
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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