

# Jigsaw Nursery and Pre School

Gilsland C of E Primary School GM, Gilsland, BRAMPTON, Cumbria, CA8 7AA

<b>Inspection date</b>	22/02/2013
Previous inspection date	25/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make outstanding progress in their learning given their starting points. Highly effective observations and assessments of children precisely identify their next steps in learning and staff skilfully support children to develop their knowledge and skills by providing them with interesting and challenging activities.
- The managers and leaders are truly inspirational and are clearly dedicated and committed to drive the setting forward in raising the quality of provision for children, as they complete daily evaluations of the setting. The innovative team of staff are highly motivated and the whole team work exceptionally well together because individual strengths are clearly identified and valued.
- Children are safeguarded exceedingly well as the staff ensure that rigorous checks are made on a daily basis to ensure that children are kept safe. Staff have an excellent understanding of the detailed and robust policies and procedures of the setting and implement these extremely well. As a result, children are exceptionally safe and secure.
- Partnerships with parents are first class. Staff expertly involve parents with their children's learning at every possible stage. Parents are part of the 'nursery family' and their thoughts and opinions are highly valued by the staff.
- Children are extremely confident and self-assured through highly effective relationships with staff. Home visits ensure that children get to know the staff within their home environment and lots of praise and encouragement within the setting ensure that children are independent and confident learners.

## 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 had a tour of the nursery setting with the head teacher of the attached school and was introduced to the managers and staff.
- The inspector observed children during their play and observed staff interaction.
- The inspector looked at children's 'All about me' and 'Me and my family' books, individual learning files and daily planning documents.  
The inspector looked at a range of documentation relating to the setting and staff, such as, suitability checks, policies and procedures, risk assessments and self-evaluation documents.
- The inspector held discussions with the children, the registered person, the managers and the staff of the setting.
- The inspector took account of the views and comments received from parents on the day of inspection.

## Inspector

Charlotte Bowe

## Full Report

### Information about the setting

Jigsaw Nursery and Pre School was registered in 2009 on the Early Years Register and is run by a management committee. It is situated within Gilsland Church of England Primary School near Brampton, Cumbria.

The nursery serves the local and extended areas and is accessible to all children. The nursery employs five members of childcare staff, of whom, all hold appropriate early years qualifications. One of the managers holds a higher level teaching qualification.

The nursery is open Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 1pm until 3pm with the lunch time care period being offered within the attached school. Children attend for a variety of sessions. There are currently 12 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports those with special needs and/or disabilities.

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

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

- provide an increased range of positive images, which reflect the diverse society in which we live to develop children's awareness of similarities and differences.

### Inspection judgements

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

Children make exceptional progress towards the early learning goals as staff implement their expert knowledge of the Early Years Foundation Stage when promoting and supporting children's learning and development across the prime and specific areas of learning. Staff use a range of highly effective planning, observation and assessment techniques to enable children to become independent learners. For example, children independently plan their own day using the computer, making choices for themselves and displaying high levels of independence as they drag and drop the activities of their choosing onto their planning sheet using the mouse. Children are then supported by the

staff as they collect this from the attached school office and peg it onto the planning board. Short 'incidental' observations of children are completed very regularly and clearly identify and record the achievements that they have made. Longer observations are conducted each term with detailed links to the Early Years Foundation Stage. Detailed assessments of children are carried out each term through the use of a 'progress report', which is completed with the parents. These demonstrate that children are making rapid progress given their starting points and their next steps in learning are clearly identified. Children's next steps across the seven areas of learning are mapped onto 'Possible lines of development' sheets and take account of their interests. Staff effectively plan and enhance the continuously available play activities to ensure that children are supported in order to further achieve. This all ensures that children's individual needs are extremely well met and that staff have high expectations of them.

Children are well motivated and eager to access their appealing and well-resourced play areas with confidence. They follow their plan for the day and access the areas of their choosing, enabling them to play with a range of resources in which they have an interest in. For example, children gain an awareness of number as they park their ride on toys in the correct numbered parking bay and develop their physical skills as they play on the climbing equipment. Staff support children within their play well as they interact effectively and use a range of innovative teaching techniques to engage with children, helping and supporting them to learn and acquire new skills. For example, as children play with ducks in the water tray, staff encourage them to predict whether or not the ducks will float or sink. This provides children with challenge as they play and enables them to develop their awareness of investigation.

Staff actively communicate as they interact with children, supporting them to develop rich language skills. For example, as children play with the play dough and press it flat, staff talk about making omelettes at home for dinner. Children respond by talking about making pancakes and how they can stick to the ceiling if they are tossed too high. As a result, children develop their language skills effectively and use a range of rich communication to talk about their own experiences. As children line up the number biscuits, staff ask children what number comes next and when filling cups in the water tray, they ask them if they have got enough or whether they need more water. This enables children to develop their awareness of number and measure and provides them with challenge, in order to further develop their skills.

Partnerships with parents are superb and staff work extremely hard to ensure that a shared learning approach to children's learning is achieved every step of the way through a range of diverse and dynamic ways. Home visits ensure that parents and children feel secure within their own environment as staff get to know them and their children. Children's unique starting points are identified as staff and parents communicate together at these visits. They have opportunities to talk about the interests that their children have, prior to starting the setting. Parents form a huge part of the assessment process as they work closely with the staff to complete 'progress reports' and are involved in contributing information relating to children's interests for their 'Possible lines of development' sheets. A wealth of information is available for parents to access from the detailed and informative website and from the many notice boards within the setting. Available information includes the Early Years Foundation Stage and the progress check at two years. 'Daily diaries' keep

parents well informed of their children's day at nursery. Also staff strongly encourage parents to use these as a two-way flow of information. As a result, parents feel very much part of the 'nursery family' and children feel secure and are confident as excellent relationships with the family are formed.

Children with special needs and/or disabilities are supported exceptionally well and make exceedingly good progress, given their starting points. Staff are dedicated to helping them to develop their skills through using a range of meticulous targets, which are specific and achievable. Individual education plans ensure that parents are fully involved and staff are skilled as they work extremely closely with a range of other professionals to support children. Strong links with the attached school are formed as staff from both settings work very closely together. Children are familiar with the school as they use the facilities for different activities. For example, children get to know the staff within the school as they have lunch in the hall. They are familiar with the foundation stage leader as she works closely with the nursery staff. Detailed information relating to children's progress is passed on to school and staff support them during their settling-in sessions, so that they feel secure. As a result, the transition to school for children is seamless.

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

Children feel extremely secure as the staff ensure that strong, trusting relationships are formed through a highly effective key person system and 'treating children as though they are their own'. Staff are sensitive to children's needs and are skilled in identifying that they feel more secure when in familiar environments. Therefore, they arrange home visits to support children to develop and make relationships with them, prior to starting the setting. As children engage in their play, staff are skilled in offering support and praise. For example, as children count the number of soft toys and biscuits, staff praise them for their achievements and encourage them to choose a sticker for their good work. This enables children to feel valued and gives them a sense of pride in their own achievements. Children are confident to seek support from staff, who are extremely friendly and approachable. For example, at tidy up time, children readily go to staff and ask them to help take their apron off. Staff respond to children's needs appropriately and support children in doing this. This all ensures that children are prepared and ready for their next stages in learning.

Children are kept exceedingly safe within the setting as staff ensure that rigorous checks of the indoor and outside environments are conducted on a daily basis. Policies and procedures are exceptionally well written and staff are highly skilled in implementing these effectively to ensure that children are kept safe. Staff support children to develop their own awareness of safety by conducting regular fire drills and by talking to them about safety when out in the local community. For example, children know that they need to stay close and hold hands. Children have access to an extremely vibrant and relaxed environment in which they become independent learners. For example, children can relax as they fit pieces of a jigsaw puzzle together and soothing music plays in the background. They are highly stimulated through a wide range of text within the environment and have free access to high quality resources both indoors and outside to independently select and play with. There are a range of multicultural resources available to support children's

awareness of the diverse needs and cultures of others. Children explore different festivals, such as Chinese New Year and Diwali. However, there is scope to further develop the range of positive images within the environment.

Children clearly know the boundaries of the setting and behave extremely well. For example, children tidy up promptly when requested to do so. Children follow their own routines and have their interests catered for as they plan their own day. This enables children to feel valued and respected and therefore, encourages them to display high levels of positive behaviour. Children's physical development is highly promoted through a range of well-planned activities, such as pulling up the enormous turnips from the nearby garden and participating on walks along Hadrian's wall, linking into their Humpty Dumpty theme. Healthy eating practices are consistently promoted as a range of fresh fruit is available for children to access for snack and lunches are balanced and nutritious. As a result, children fully adopt healthy lifestyles.

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

Managers and leaders are extremely confident as they demonstrate their expertise in promoting and supporting children's learning. They have an excellent understanding of the Early Years Foundation Stage and implement this in an extremely effective way within the setting to ensure that all children make outstanding progress in their learning through a range of highly innovative, exciting and challenging activities.

A range of rich and varied observations and rigorous assessments of children, which clearly link to the Early Years Foundation Stage determine the excellent progress that they are making towards the early learning goals. Staff are completely dedicated to supporting children as they skilfully interact and communicate with them during their play. They are highly skilled in identifying when children require support and competently seek advice from other professionals, in order to fully support them in their learning. For example, staff work closely with speech and language therapists, in order to support children within the setting and actively contribute in supporting them with the activities that they have been provided with.

The managers and leaders of the setting are truly inspirational as they are committed to drive the setting forward, in order to raise the quality of provision for children. Daily evaluation identifies what has worked well and what needs to be improved and detailed improvement plans for the setting demonstrate the impact that this will have on the children. Parents and children are fully involved in the evaluation process through the use of effective communication, children's daily reviews and parent questionnaires. The managers are skilled at identifying individual staff strengths and use this to create a dynamic team, who work exceptionally well together. Professional development is clearly identified through the use of appraisals and reviews and staff have many opportunities to develop their knowledge and skills through in-house and external training events. This ensures that the quality of the provision is of a significantly high standard.

The manager and leaders fully understand their responsibilities with regards to

safeguarding children and have an excellent understanding of the process to follow should they have a child protection concern. Daily risk assessments are clear and precise and ensure that children are kept effectively safe. Policies and procedures are extremely well written and are fully understood and effectively implemented by all staff. Robust recruitment procedures ensure that all staff are suitable and that relevant checks are consistently conducted to protect children from harm. As a result, children are extremely safe and secure and the safety and welfare of them is of paramount importance to the setting.

Partnerships with parents are exceptionally strong and the staff expertly involve them to ensure that a shared approach to children's learning is fully embedded. A wealth of information is available to parents on the website and within the nursery and the staff communicate extremely effectively with them on a daily basis to inform them of their children's day. Parents report that they 'love the environment, which provides a rich learning experience for their children in a quieter setting, sometimes with one to one opportunities'. Partnerships with other agencies are well embedded and the staff effectively work with other professionals, in order to support children's learning. Strong links are formed with the school as staff work together effectively, in order to support children in their seamless transitions. The setting works together with the local authority to keep abreast of new developments and seeks relevant training, in order to develop their already excellent skills.

### 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>	EY392837
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	873993
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Jigsaw Nursery and Pre School
<b>Date of previous inspection</b>	25/11/2009
<b>Telephone number</b>	01697747302

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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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