

Jigsaw Link Club Childcare

St Mary's Community Centre, Alice Court, Widnes, Cheshire, WA8 0ED

Inspection date

27/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are supported in becoming independent and to be ready for their next stage in their learning. They develop secure attachments to their key person and are secure and settled.
- Children's communication and language skills are suitably promoted as staff talk to them as they play. Consequently, children's vocabulary and language structures are in line with the expected developmental milestones for their age and stage of development.
- Relationships with parents and other agencies are established and developing well. As a result, children receive appropriate support and to provide a consistent approach to their overall care and learning.

It is not yet good because

- Staff do not fully utilise information from children's assessment to always plan challenging activities matched to their identified learning needs for them to make the best possible progress.
- Children's progress across all seven areas of learning is not monitored consistently to ensure that their development is consistent across all areas of learning.
- The evaluation of the setting is not secure enough to ensure identified targets for improvement are planned for, to make sure practice continues to improve to support children's learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in the nursery room and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies and procedures.

Inspector

Janet Singleton

Full Report

Information about the setting

Jigsaw Link Club Childcare is owned by a private company and was registered in 2012. It operates from two rooms in a community building in Widnes, Cheshire. The provision serves the local area and has strong links with the school and Sure Start centre. The setting is accessible to all children. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The setting also offers care to children aged over five years to 11 years.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently eight children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The registered person is qualified to level 5. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging learning experiences by using information about children's individual needs and interests more effectively to support their progress towards the early learning goals
- shape teaching and learning experiences by increasing reflection and monitoring of children's progress across all seven areas of learning to ensure children's progress towards the early learning goals is balanced.

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

- review and improve the focus of the evaluation of the provision to devise a more robust action plan, in order to fully address the identified targets for improvement.

Inspection judgements

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

The staff team ensures that children can make choices and access suitable resources to enable them to enhance their own play. The observation and assessment of children is regularly completed by staff and information from parents is included to support the

assessment of their progress. Key persons know their children and complete observations and assessments on the children in their care. They complete a record journal of the child's learning. These contain photographs of what children are doing and playing with. Staff plan a range of interesting activities to ensure that children enjoy their time at the setting. However, the planning of more challenging activities is not making the best use of the information gained from the observation and assessment to match activities to their individual learning needs, to ensure that they make the best possible progress towards the early learning goals. Although, planning covers most areas of learning routinely through the activities provided, the monitoring of planning does not always ensure that all aspects are covered over time, given children's attendance patterns and their changing needs. Therefore, some areas of learning are less well supported to ensure an even balance for children's progress. A progress check at age two years is completed by the key person. A written summary is provided for parents to prioritise any gaps in children's learning and enable these to be addressed as soon as possible.

Children are engaged and motivated. They choose what they want to do expressing their needs and wishes as they play. They are independent and confidently move through the setting as they choose to read books or play in the home corner. Staff ask open-ended questions to promote children's thinking. For example, children are engaged making 'Easter nests' and staff ask 'what might sit on the nest?' Children respond enthusiastically with 'a bird' as they extend their activity to then make a bird, exclaiming 'it is to keep the eggs warm'. Consequently, children learn about the natural world and to care for creatures. Children name colours as they decide to use yellow feathers for their bird. They name shapes, such as circle and square, and cut competently with scissors to shape their 'bird' to sit on the nest. They count how many eggs are in the nest and how many feathers are needed. Therefore, children use their creative, mathematical and physical skills to complete their tasks. Additionally, as they talk about what they are doing, they use their communication and language skills, discussing how they are to complete their task as they talk about what they are doing. Children learn about words and text as they observe letters as labels and view signs and posters. They listen to stories and readily access books sitting and reading together. As a result, children's skills in literacy are being developed. Additionally, through activities, such as crayoning and chalking, children develop those skills necessary for early writing.

Children manage their needs in the bathroom, according to their age and stage of development. They are independent as they get ready for the 'birthday party' snack. Children choose their snack and are assisted to pour their own drinks. They enthusiastically sing 'happy birthday' and are excited at the candles being blown out. Children sit together and play 'pass the parcel' as they learn to turn take, to wait and to listen to music signalling when to pass the parcel or keep hold of it. They delight in the social occasion as they share the special day of their friend, developing their personal, social and emotional skills. As a result, children are acquiring those skills necessary for their future learning as they learn to engage with and play harmoniously with their peers.

Parents are provided with information regarding their children's needs through the communication books and daily discussions with them. They attend the nursery to 'stay and play' with their children for one morning each week. Parents are invited to contribute

to their child's learning journey record and to support learning at home. Consequently, a consistent approach to children's learning is maintained.

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

Staff are warm and caring, forming positive, close relationships with children. As a result, children make secure attachments to their key person, promoting their emotional well-being. Children behave well because staff remind them of what is expected. Staff talk to children about their behaviour and help them to manage their feelings as they allow time for them to express themselves. Consequently, their self-esteem and confidence is enhanced. Additionally, children know and comply with care and safety routines. Children are supported in managing their personal needs, for example, washing hands before snack and manage their clothing, helping them become independent. Children use the large hall to run and ride wheeled toys as they practise their large movements and develop their physical skills. Through discussion at snack time and talking about healthy eating, children begin to understand about the importance of healthy lifestyle. They show their enjoyment of social occasions with their friends. This helps to promote children's development of those skills necessary to aid a smooth transition for when they move onto other provisions, for example, school.

Risks in the setting are assessed and resources are safe and suitable for children to play safely and securely. Children learn how to manage risks as they are reminded to help tidy up, walk indoors and be careful. They use climbing equipment and are helped to understand what they can do and manage personal risks in a supportive environment. However, as there is currently no outdoor provision, these more physical activities are planned to take place in the large hall. A close working relationship with parents provides a consistent approach to managing children's behaviour and their care routines. Children's individual likes, dislikes are made known to ensure care is tailored to their individual needs.

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

Managers and staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff understand their role in child protection and in safeguarding children. They are fully aware of the action, which they need to take and whom to contact should they have any concerns. Therefore, children are kept safe and protected. All required policies and procedures are in place and reviewed annually to ensure that they support the care and learning needs of all children. The playrooms are risk assessed and consequently, children can play safely and securely. Children are able to be active learners because staff ensure that there is a suitable range of resources and activities provided, promoting their independence and decision making skills.

The provider and manager have a very positive approach to improving the service. Evaluation of the setting is undertaken with the staff, parents and the local authority advisors. Evaluation has allowed the setting to identify areas for improvement and set

appropriate targets. However, this is not sufficiently robust to ensure a clear and targeted approach is undertaken to continue to support children's progress over time. The monitoring of the educational programmes has not been as effective to ensure that children are making the best possible progress. However, children are making steady progress in their development towards the early learning goals. Procedures are in place for the supervision and appraisal of staff to monitor their performance. A training programme for all staff has been established. As a result, staff knowledge and skills are increased to promote the education and development of all children. Regular team meetings are a part of the setting's management procedures and therefore, staff are able to give their ideas and contribute to the evaluation and development of the setting.

The manager and staff have developed beneficial relationships with parents and share information about the child's day with them. They share what they know about when their children starts at the setting, for example, all required consents and documentation are completed. As a result, staff are well informed about the child's needs to ensure their well-being. Parents' view their child's learning records and can add their comments. 'Stay and Play' sessions means that parents support their children in their learning. Consequently, links are made between the home and setting to provide a consistent approach. The provider and staff have formed strong links with other settings, for example, sure start and the local schools, to promote continuity in children's care and learning.

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 action. 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	EY454082
Local authority	Halton
Inspection number	886980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	30
Number of children on roll	8
Name of provider	Lesley Marie New
Date of previous inspection	not applicable
Telephone number	07971607619

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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, which are usually the childminder's 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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