

# Jigsaw Playgroup

The Band Room, Field House Lane, Pilling, Preston, Lancashire, PR3 6BG

## Inspection date

Previous inspection date

30/04/2013

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

- Leadership and management is strong, creating a highly positive ethos within the playgroup. A sharp focus on the development of the playgroup means that the drive for continuous improvement is good and children's overall learning and development is fully supported.
- The learning programme for communication and language is very effective and supports children's listening, speaking and language development, enabling them to practise their growing skills.
- The staff's warm and sensitive interaction with children ensures that they feel secure and very settled, thus, promoting their emotional well-being.
- Good relationships with parents help children to make progress, as the staff work effectively with parents to ensure a joint approach to children's learning to promote the importance of the home learning environment.

### It is not yet outstanding because

- There is scope to extend opportunities for children to develop their self-help skills at lunchtime to support their growing independence.
- On occasions, staff do not always allow time for children to manage and judge risks for themselves, in order for them to find out what they can and cannot do.

## 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.

## Inspection activities

- The inspector observed activities in the indoor and outside learning environment 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.

## Inspector

Janet Singleton

## Full Report

### Information about the setting

Jigsaw Playgroup was registered again in 2012. It is registered on the Early Years Register and is company owned under the Community Council of Lancashire, with charitable status. The playgroup is situated in Pilling, Lancashire and is managed by the manager. The playgroup serves the local area and is accessible to all children. It operates from the band room of the Pilling Silver Band premises and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager is a Qualified Teacher and holds Early Years Professional Status. The playgroup opens Monday to Wednesday term time only. Sessions are from 9am until 3pm and children attend for a variety of sessions. There are currently 21 children on roll, who are within the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup receives support from the early years quality development team at the local authority.

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

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

- develop further ways of enhancing children's independence skills, such as by involving them in the preparation for lunch
- review and reflect on staff's understanding of how to support children in managing risk while still maintaining their safety.

## Inspection judgements

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

Staff and managers are secure in their knowledge of the Early Years Foundation Stage to promote children's learning with success. The provision of a range of highly interesting and challenging activities means that children are well supported across all areas of learning. Staff have a good knowledge and understanding of how children learn. Observation and assessment, including the progress check for two-year-olds, ensure that children's starting points, interests and next steps are identified. This information is used to inform planning to take account of children's individual needs. Consequently, children make good progress towards the early learning goals, considering their starting point, age and capabilities.

There is a sharp focus on helping children acquire skills in communication and language. Staff make good use of the early phonics programme, such as sounding out letters, promoting children's skills in listening and speaking. Through the conversations with other children and staff, children practise the patterns of speech and learn how to use language for communication. Additionally, children build up their vocabulary, in order to develop those skills necessary for their future learning. Staff support children's enjoyment of books as they ask if they would like to read together. Consequently, this adds to children's literacy skills as they sit together in the book area and delight in looking at books and enjoying the social experience.

A well-organised balance of child-led and adult-led play is highly effective in promoting children's learning and development. For example, daily opportunities for outdoor play are provided to promote children's physical development. Additionally, they become active learners as they decide to bath the dolls, requesting that staff get them 'warm water and bubbles' with which to bath the baby. This promotes cooperation between the children as they negotiate what roles they are to take and learn to socialise and play harmoniously together. Staff promote children's understanding of mathematics as they encourage them to count as they play. They delight in counting from one to 10 and enjoy experimenting with numbers as they count backwards. Staff build children's self-confidence and esteem because they use praise frequently and effectively. Children's ability to make links and connect their ideas is promoted as staff explain the process of bees collecting pollen from the flowers and making honey. Additionally, children's interest and imagination is fired as they become intrigued with the how and why of the pollination process. Children are effectively supported in developing skills in information and communication technology as they learn to use the mouse and operate appropriate computer programmes. Through observing numbers and letters as labels, they develop an interest in numerals and the written word. Additionally, they delight in writing their name and recognise that marks have meaning. Children use their imagination as they dress-up and act out roles of the police, following the recent visit by the police officers. Consequently, children learn about people in the community and the world around them. This means that children are being effectively supported through good quality teaching and are making good progress in their learning. Therefore, children are prepared for the next steps in their learning.

Staff share good quality information with parents regarding their children's needs and the activities that they take part in. Through the completion of the good quality information regarding children's starting points, parents contribute what they know about their child with the key person. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development record, results in a consistent approach between the playgroup and home. Staff are successful in engaging all parents in supporting their children's learning at home through the learning library where they can borrow resources from the playgroup.

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

A robust key person system means that children are secure and settled at the playgroup. The kind and caring staff support children and provide reassurance when needed.

Through good daily routines and the provision of individual drawers for their possessions, children develop a sense of belonging, adding to their sense of well-being. Care routines are followed and agreed with parents to ensure children's emotional well-being is fully promoted. Children move freely and access resources as they make decisions about their play and effectively develop their independence. Behaviour is managed well by staff, who provide children with consistent boundaries and use praise to support young children. Consequently, they understand what is expected and are able to play cooperatively and harmoniously together. Through sitting together at lunchtime and taking part in group activities, children learn to socialise and behave well. Children are developing an understanding of a healthy lifestyle as they enjoy talking about their packed lunch as staff encourage children to think about what are healthy options. Staff talk to children about the importance of food and drinks during meal times, to further develop their understanding. Children are supported to manage their own needs at snack time and enjoy serving themselves with the fresh fruit and healthy snacks provided. However, at lunchtime, opportunities for children to be involved in the preparation and setting up of the lunchtime is less well supported to further enhance their independence.

Children experiment with their bodies as they climb, run and ride wheeled toys as they develop their physical skills. They delight in exploring the climbing frame, developing an awareness of and managing risks. Some staff are skilled in allowing children to experiment and explore risk taking. However, on occasions, some staff's understanding of supporting risk taking in young children is less secure, to enable children to try and judge risks for themselves. Children are well supported in their transitions to school. Parents are consulted with when children move to school and positive links with teachers are made to support children. Therefore, children are supported, in order to meet and support their individual welfare and learning needs and prepare them for the next stage in their learning. All required information pertaining to children's personal needs is sought from parents and as result, their welfare, care and emotional well-being is fully encouraged.

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

A strong and committed management team are in place to support the care and education of children. The registered person, managers and staff fully understand their roles and responsibilities with regard to the welfare and safeguarding requirement of the Early Years Foundation Stage. The comprehensive range of policies and procedures to support children's care and education are in place and have recently been reviewed. The evaluation of the playgroup is robust and includes the views of staff, parents and children. As a result, a clear and targeted development plan is in place. For example, plans to improve the planning are in place to support the care and education of children. The manager is constantly looking at ways to improve the provision for children and has recently made improvement to the planning of the environment. This has resulted in a rich and stimulating environment where children make choices, are comfortable and their learning enhanced.

Effective procedures for the supervision and appraisal of staff to monitor their performance and a training programme for all staff has been established. As a result,

staff's knowledge and skills are being further developed to promote the good education and development of all children. Team meetings are a key part of the playgroup's management procedures to enable a constant review of the setting to take place. Consequently, strategies for managing staff's performance are strong. Staff are very clear of their responsibilities to safeguard children and fully understand whom to report any child protection concerns to. As a result, children are safeguarded and protected. Comprehensive, good supporting procedures are in place and fully understood by all staff. For example, written risk assessments are undertaken and visitors to the premises have their identity checked and signed in. All doors and gates to the outdoor area are secure and access is monitored to keep children safe.

The monitoring of the educational programmes is very effective, resulting in staff intervention and the quality of teaching being good. Strong relationships with parents and other settings, such as the speech and language service and the local school, means that information, which promotes the health and well-being of children is shared and a consistent approach undertaken to support their overall 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 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

<b>Unique reference number</b>	EY453513
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	891718
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Community Council of Lancashire
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01253799999

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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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Piccadilly Gate  
Store St  
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