

# Jigsaw Pre-School

Gordon Hall, Bardfield, BASILDON, Essex, SS16 4JN

<b>Inspection date</b>	13/06/2013
Previous inspection date	14/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 benefit from secure attachments, and their care and well-being is effectively promoted by caring and nurturing staff.
- Staff engage well with children and are enthusiastic, well-motivated and act as good role models.
- Children behave well as staff provide children with clear boundaries.

### It is not yet good because

- The educational programmes for literacy and mathematics does not yet provide opportunities for children to experience seeing numbers and letters in print around the pre-school. As a result, children make satisfactory, rather than good progress in their learning.
- Parents are not actively encouraged to share information about their child's learning at home with the pre-school.
- Self-evaluation is not rigorous enough to ensure that all areas of learning are sufficient in depth and breadth.

## 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 children's play and staff interaction, indoors and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held discussions with the manager and staff team.
- The inspector examined documentation including children's records, policies and suitability of staff working within the setting.

## Inspector

Lisa Perry

## **Full Report**

### **Information about the setting**

Jigsaw Pre-School is one of three settings operated by Kingswood Pre-School Partnership. It originally opened in 2001 before registering under new management in 2006. It operates from a community hall on the outskirts of Basildon, which has level access to the entrance and where all children share access to a secure, enclosed, outdoor play area. A maximum of 26 children may attend the setting at any one time, which opens each weekday from 9.15am to 12.15pm during school term times.

The setting is registered by Ofsted on the Early Years Register. There are currently 38 children from the local and surrounding catchment areas on roll, all of whom are in the early years age range. Children attend for a variety of sessions and the setting provides funded early education for two-, three- and four-year-olds. The setting supports a small number of children with special educational needs and/or disabilities and can support a small number of children who speak English as an additional language.

The setting employs six members of staff, of whom, four hold early years qualifications at level 3 and one holds an early years qualification at level 2. A regular volunteer also works at the setting, which receives outside 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:**

- develop the delivery of the educational programmes for literacy and mathematics to ensure children have access to letters, numbers and sounds in print and visually in order to develop their knowledge further
- improve engagement with parents and carers through the development of a two-way flow of information in order to support them in guiding and sharing their child's development.

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

- improve the process of self-evaluation to fully monitor all areas of learning in order to ensure that identified priorities for development, are suitably addressed and their impact evaluated, to secure continuous improvement.

## Inspection judgements

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

Children play in an organised environment and make steady progress in their learning. Children self-select some toys and equipment that are stored at a low-level in the hall. This helps children develop confidence in initiating their own play and making decisions in their learning. The enabling environment promotes children's choices and further enhances their independence.

Staff demonstrate an awareness of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff observe children at play, taking photographs of their learning and using dictaphones to record observations instantly and assess children's learning. Staff provide activities and play experiences that cover most areas of learning and as a result, children make steady progress in their learning. However, children have few opportunities to see and explore numbers, letters and sounds in print and displayed around the pre-school. This means that although staff are talking about numbers and letters, children are not able to use these in their play to reinforce their learning and consequently, children's progress in these areas of learning is not as well developed as in others.

Children confidently use the computer and mouse and enthusiastically show the inspector how they can change the colour of the screen by clicking on the correct square on the screen. Children squeal with excitement when they find a spider in the pre-school and then locate a book all about spiders in the book corner to share with staff. This supports children's ability to initiate their own learning and staff follow their interests further with continued discussion.

Staff support children's language and communication skills across the pre-school. For example, they share stories with the children who listen and repeat familiar text. Staff support children's communication skills well as adults sensitively play alongside children in the role-play area repeating key words. Staff ask questions to develop children's thinking skills and knowledge and understanding of how things work. For example, 'What do you think it does?', when a child picks up a remote control. The child replies 'television'.

Children practise putting their coats on and zipping them up. Staff encourage them to try this independently which increases their physical development and develops skills which prepares them for their move on to school. Children are appropriately prepared for their next stage in their learning through the use of books and discussion with staff about their new school.

A large parachute is used to encourage children to take part in a group game. Children excitedly hide underneath it squealing with delight, when it is pulled down over them. Children have continual access to large, physical apparatus inside the pre-school. Staff encourage children to climb, jump and move around the cushioned area which helps develop their physical skills.

Some parents communicate verbally with staff, on a regular basis, sharing information and any concerns they may have. However, there is limited encouragement given to parents to share information about their child's learning at home. This means that staff do not have a full picture of the child's abilities and interests to enable them to tailor learning and care with precision for each individual.

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

Children experience a smooth transition into the pre-school. They are provided with sufficient time to settle and feel secure in their new surroundings as their parents are encouraged to stay and support them. A key person approach ensures that children form strong attachments. Children are cuddled closely when they are tired or upset and as a result of these positive relationships, children feel reassured that there are familiar people close by to offer them support when they need it. This means that their emotional needs are met well.

Children behave well in the pre-school as staff are good role models for them and provide clear boundaries. Staff intervene appropriately by providing clear guidance for the children on what behaviour is acceptable and how to take turns and share popular toys, and the children respond. Children feel valued as their drawings and craft creations are used in a range of colourful creations throughout the pre-school environment.

Children learn about the importance of a healthy lifestyle at snack time and they are able to confidently talk about their favourite fruit and describe it. Snack time is a sociable time and staff sit and talk with the children promoting further development of language skills.

Children are supported well in their personal, social and emotional development. Children have the opportunity to take a toy turtle home and then share with everyone the adventures he had with them. This supports the children's ability to communicate and share experiences which develops their confidence and self-esteem.

Children are encouraged to take and manage supervised risks. For example, they climb up the steps of the slide with support and then sit at the top and push themselves down. Staff exclaim 'Well done' which boosts their self-esteem and gives them the confidence to try this activity again by themselves. Children also learn about waiting until the slide is empty before they can go down it. Children enjoy fresh air and physical exercise. With staff's support, children explore ways of moving up and down the slide and using cars to push down to see how fast they go. This means they are beginning to understand and test how things work. They have opportunities to explore the natural world as they plant flowers brought in from home and grow vegetables. Some children are beginning to show interest in early writing and they have opportunities to access mark-making materials both indoors and outdoors. For example, children chalk creatively and draw large scale pictures on the side of the shed.

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

The manager demonstrates an awareness of their responsibility in meeting the legal requirements of the Statutory framework for the Early Years Foundation Stage. The manager identified some priorities for improvement and staff are encouraged to participate in regular discussions and reflect on current practice. New ideas are recorded and shared with all staff which led to the creation of new areas within the pre-school. However, it is not sufficiently rigorous, to ensure that literacy and mathematics are fully embedded within the areas of learning to continually improve the quality of provision for children.

Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have completed relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Satisfactory induction procedures are in place to support new staff and help them understand their roles and responsibilities. The professional development of staff is supported with the opportunity for staff to update their knowledge and skills, and yearly appraisals are held to support continuous improvement.

Staff and parents are friendly together and there is time given to talk to parents at the beginning or end of the session. Parents speak positively about the support children receive at the pre-school. For example, they say 'I know who my child's key person is' and 'My child talks to me about what they have been doing'. However, some parents spoken to on the inspection day are not familiar with their child's learning journal and have not shared it with staff or their child. This means that opportunities are missed to encourage a two way flow of information between parents and the pre-school.

Children are protected in the event of an accident because some staff hold current paediatric first-aid certificates. Action is taken to minimise any potential hazards ensuring children are safe in the pre-school. This results in children enjoying the freedom to explore their surroundings. Staff share information with other professionals and agencies and this is used to identify and address children's needs to help them make steady progress in their 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>	EY341029
<b>Local authority</b>	Essex
<b>Inspection number</b>	820728
<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>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Vanessa Matthews, Tina McCrea, and Lorraine Porter Partnership
<b>Date of previous inspection</b>	14/07/2011
<b>Telephone number</b>	01268 552 037

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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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