

Jigsaws Childcare Limited

Kirk Fenton Parochial C of E Primary School, Main Street, Church Fenton, TADCASTER, North Yorkshire, LS24 9RF

Inspection date	24/06/2013
Previous inspection date	19/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children of all ages have very good opportunities to play outdoors and explore the local environment. As a result, they benefit from lots of fresh air and physical exercise which keeps them fit and healthy.
- Staff give high priority to supporting children's development in communication and language, through conversation, singing songs and reciting rhymes. Consequently, they become confident communicators.
- Children benefit greatly from the good links the setting has with the local school nursery. Staff work closely with the teacher there to promote a shared approach to children's learning and development across the two settings.
- Staff develop close and trusting relationships with all children. Consequently, children are settled in their environment, enjoy their learning and make good progress in their development.

It is not yet outstanding because

- Older children do not have sufficiently rich opportunities to use materials to make marks and so further develop their early writing skills.
- Older children do not always have ready access to a rich range of media and materials that fully support their creative 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 had a tour of the premises and observed children playing in the play rooms and outdoor areas.
- The inspector met with the two managers and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector observed staff and children undertaking a sponsored walk during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Jigsaws Childcare Limited was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a portable building situated within the grounds of Kirk Fenton Parochial Church of England Primary School in Church Fenton in North Yorkshire. It is run and managed by a non-profit making company limited by guarantee. Children are cared for in two main rooms, with enclosed areas for outdoor play.

The setting employs 13 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 4, one at level 5, two at level 2 and two hold Early Years Professional Status, one of whom also has Qualified Teacher Status. The setting is open Monday to Friday from 7.30am until 6pm all year round. This includes before and after school care and holiday care for school age children. There are currently 120 children attending, 61 of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The setting receives support from 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:

- enhance the opportunities for older children to make marks and write for different purposes, for example, by including writing materials in role-play areas
- increase the opportunities for older children to use a rich range of media and materials that fully support their creative development, for example, resources for mixing colours, joining things together and combining materials.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the characteristics of effective learning. This means children are supported very effectively in making good progress on their journey towards achieving the early learning goals. As a result, children are well-prepared to make the transition to school when the time comes.

Staff are confident in their teaching. For instance, they give children valuable time to play uninterrupted and follow their own interests. This means children learn to successfully direct their own learning. For example, one child shows good imagination and an understanding of size as she plays with toy dinosaurs. As she chats during her play she describes the large one as being bigger than the small one and how it is the 'mummy'. Staff know when to join in to help children extend their ideas and develop their knowledge. For example, as several children try to make 'houses' from large foam tiles, a member of staff models how to put these together, to give them a point of reference. She then encourages children to copy her structure and to work out how the floor and sides have been put together on her example. This successfully enables children to learn new skills in solving problems to support their mathematical development.

The nursery is bright and welcoming and provides children with a stimulating environment in which to play and learn. For example, there is an area in the pre-school room where children can be involved in movement play which has a variety of resources, to enable them to practise their physical skills. Areas are provided for older children to engage in writing and creative activities. However, staff do not always ensure these areas are well-stocked with a rich range of resources, so children can fully develop their own ideas, use different techniques and use writing to support their play in other areas. Staff give high priority to promoting children's development in communication and language. They skilfully encourage older children to take turns in speaking as part of a group as they discuss different photographs, such as ones depicting fireworks or a snowy day. A pine cone is passed around the group and the child that is holding this contributes their thoughts and ideas to the discussion. This effectively encourages children to listen to, and respect the ideas of others.

Staff give high priority to enabling very young children to learn through exploring different materials and textures in open-ended ways. This very effectively supports them in making sense of their world as they learn through their senses. For instance, one child picks up a fir cone which he then turns round in his hands and bangs on the floor. He shows curiosity as a seed falls out. Another child delights in making patterns with her hands on a table using shaving foam. A member of staff then shows her how to push toy vehicles in this to make tracks. The child copies the action which helps her to successfully make connections in her learning. Staff skilfully use open-ended questions to make children think. For instance, during an activity to support children's counting skills a member of staff asks a child 'How many balloons can you see on your card?' The child attempts to count these and in response the member of staff praises her. She then sensitively suggests the child counts again, showing her how to touch each balloon to help her develop accuracy. This shows the child's efforts are valued and appreciated and that she is effectively supported to develop her skills further. Staff carefully observe and assess children's learning and keep a clear record of progress for each one. This includes the required progress check for children aged two. The records are available for parents to view at any time and are discussed in more depth with them at the termly consultation evenings by their child's key persons. This means parents are well informed of their child's progress.

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

Children develop close and trusting relationships with the staff who care for them. This is because good attention is paid to making their transition into the nursery as enjoyable as possible. For example, a good amount of information is gathered about each child through an 'I am special' form, on which parents can record their child's individual needs. Staff observe children's changing interests on an ongoing basis and discuss these with parents. They provide activities that link to children's interests, which means they are happy to engage and feel secure in their learning.

Staff give high priority to helping children to learn about keeping themselves safe. For instance, before going on a sponsored 'toddle' staff explain to children that to keep themselves safe they must walk in twos and stay away from the road. They make sure children have their 'listening ears' on so they focus on what staff are asking them to do. On their walk children behave very well. For instance, older children stop at the kerb and look for cars before crossing the road. Babies in pushchairs copy their actions and do the same. Children relish the opportunities to run freely on part of the walk and respond quickly when staff ask them to get back into their twos. Staff praise children for complying with their requests, which successfully raises their confidence and self-esteem. Children show good levels of stamina on their walk and the activity is enhanced by a sing song when they reach their destination. All children join in singing songs, such as 'Old MacDonald' with gusto. At the same time they use simple signing that staff have taught them. For example, they confidently make the sign for a pig and a cow. This shows children know they can communicate in ways other than the spoken word.

Children's health is promoted very effectively because staff give high priority to nurturing a love of being outdoors with children. For instance, they ensure children have 'free-flow' access to the outdoor areas and provide a good range of resources for them to use to develop their physical skills. For instance, very young children delight in sending balls down a long tube. Several older children show good control as they ride scooters and negotiate a roundabout staff have made for them using tyres. One child delights in taking off her shoes and socks and burying her feet in sand. She confidently explains that she is pretending to be at the beach. Some staff are trained in delivering 'Forest school' activities and each week older children are taken to nearby woodland where they can take part in interesting activities, such as making dens. Children have good opportunities to learn about healthy eating and food sourcing. For instance, they are provided with nutritious meals, they grow their own vegetables in the garden and regularly visit a local farm shop to buy fruit for snack time.

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

The nursery is led and managed efficiently which means the requirements of the Statutory framework for the Early Years Foundation Stage are met successfully. The arrangements for safeguarding children are good. For instance, the recruitment and vetting of any new staff is thorough, which means their suitability to work with children is carefully assessed. Risks assessments are carried out on all areas of the premises and for outings, and

effective action is taken to minimise any hazards. For example, staff wear high visibility tabards on outings, which means they can be seen easily as they position themselves to help children cross the road. Staff attend training in child protection and are confident about the procedures to follow, should they have any concerns about a child's welfare.

Staff pay good attention to working in partnership with the local authority, other early years settings children also attend and the schools they will move on to. For instance, 'golden thread' meetings are held regularly with the local school nursery to discuss how children's learning can be supported effectively across both settings. The school nursery teacher and children in her care are invited to join the setting for events, such as a sponsored toddle which again promotes good partnership working through the sharing of experiences. Children with special educational needs and/ or disabilities receive tailored support because the nursery works successfully with other agencies or professionals involved in their care. Partnerships with parents are good. They receive good information before the placement begins and on an ongoing basis through individual diaries, a web site and newsletters. Parents also receive an information sheet about their child's key person, so they are well-informed about who will be taking a special interest in their child. Books and leaflets relating to childcare issues are available for parents to borrow if they wish. Parent's comments about the nursery are very positive. For example, they state that they find staff very caring and approachable and know that their child is in safe hands.

The managers show a good commitment to continually improving the service. Staff, parents and children are fully involved in the process, which demonstrates an inclusive approach. For instance, staff can express their opinions at staff meetings and parents and children complete an annual questionnaire. Management are responsive to making changes as a result. For example, older children requested more opportunities to play football and they are now regularly taken to the school field to do so. The recommendation for improvement raised at the last inspection has been addressed and the nursery's self-evaluation document is regularly updated in order to devise a clear development plan for the future. For example, the arrangements for supervising children playing outside have been reviewed and strengthened by staff taking a mobile phone with them into the area, so they can call for assistance in an emergency, should the need arise. Managers also visit other childcare settings to observe examples of good practice and consider how these can be incorporated in the nursery. The staff team work well together and the opportunities for them to develop professionally are good, which in turn enhances the outcomes for children's learning. For example, the childcare manager conducts regular observation and supervision sessions with all members of the team, which enables them to reflect on their practice and identify future training needs. Staff who are undertaking additional qualifications are supported well by management to reach their goal. The childcare manager regularly scrutinises children's learning records, to ensure these are kept up to date and any gaps in children's learning identified. Staff are then given advice as to how these can be addressed. This means the educational programmes are monitored very effectively.

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	EY357625
Local authority	North Yorkshire
Inspection number	924371
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	120
Name of provider	Jigsaws Childcare Limited
Date of previous inspection	19/05/2011
Telephone number	01937 558951

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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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