

Jigsaw

Darlington College, Catterick Road, CATTERICK GARRISON, North Yorkshire, DL9 4QP

Inspection date

Previous inspection date

06/01/2014

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

- Children have many opportunities to explore, be imaginative and learn independently. As a result they are highly engaged in their play throughout the day and make good progress in their development from their individual starting points.
- Staff successfully build strong and supportive relationships with children and parents. Care practices are carefully planned to follow children's home routines. This means children are settled and secure and their emotional needs are met fully.
- The management team and staff know how to keep children safe because they have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.
- Partnerships with parents, other agencies and providers are good. This ensures children are given access to appropriate help and that they are well supported in their transitions within the setting.

It is not yet outstanding because

- There is scope to strengthen the already strong bonds with babies even further, by ensuring wherever possible that the key person attends to their personal care routines.
- The presentation of books in the pre-school room could be improved so that children can easily see what is available, and learn how to treat books with care and respect.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the management team, staff and children throughout the inspection.
- The inspector took account of parent's views, through discussion and written documentation they had provided for the inspection, and the information from the settings self-evaluation.
- The inspector carried out a joint observation with the nursery director and the early year leader.

Inspector

Janet Fairhurst

Full report

Information about the setting

Jigsaw was re-registered in 2013, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Darlington College campus in Catterick Garrison and is managed by a private limited company. The nursery is purpose built and children are cared for within four main play rooms, where they have access to their own outdoor play areas.

There are currently 90 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently 17 members of staff including the managers employed. Of these, 12 hold appropriate early years qualifications from level 2 up to level 4. The nursery is open Monday to Friday from 7.30am until 6pm all year round with the exception of bank holidays and one week at Christmas.

What the setting needs to do to improve further

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

- enhance the already strong bonds that staff caring for babies already have, by, wherever possible, enabling them to carry out their key child's personal care routines, such as feeding and nappy changing
- review the storage of books in the pre-school room to ensure that children are able to select them with ease, and involve them more in the care of them, in order to encourage them to treat books with respect.

Inspection judgements

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

Children are well supported in their learning and development because staff have a good knowledge and understanding of the Early Years Foundation Stage. They are provided with a wide range of meaningful experiences and activities, which encourage their curiosity and, consequently, children show good levels of interest in what they do. Observations and assessments are clearly maintained and future planning and play opportunities are based on children's interests and the next steps in their learning. As a result, children make steady progress and are developing the necessary skills in readiness for school. Each key person knows their children well and liaise with their parents to identify clear starting points with them. Ongoing observations and assessments are

maintained and include the progress check at age two years, which is completed in discussion with their parents. Staff place strong emphasis on children leading their own play. For example, children thoroughly enjoy the time they spend outdoors, splashing in the puddles of soapy water. A small group of toddlers concentrate well as they scoop up fallen leaves with their spades and transport them into the pools of water. Staff fully understand the importance of supporting children as they play. They ensure they have uninterrupted time to play and explore and provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. As a result, children freely explore their environment, develop confidence in solving their own problems and enjoy interacting with others around them.

Children's developing communication and language skills are promoted well. Staff working with the older children thoughtfully use open-ended questions to encourage children to think and respond and are well aware of the benefits of giving children time to think about their answers. They spend a lot of time conversing with children and encouraging them to express their thoughts and ideas. Staff caring for younger children acknowledge their efforts to communicate. They talk about what is happening and what they are going to do, helping children to make links between words and actions. Staff make very good use of activities, such as exploring the musical instruments, to engage with children and introduce new words and phrases. For example, children hear words, such as 'shake' and 'bang, bang' as they explore with their hands and mouths. Toddlers and babies attend baby sign sessions using their senses to further promote early language skills. For example, babies strengthen their vocal skills, as they babble, stick their tongue out, blow raspberries and begin to join in the songs. Children with special educational needs and/or disabilities are well supported. This is because staff make good use of advice from external agencies, such as speech and language therapy services. For example, joint planning is in place to help improve communication and coordination between staff, other professionals and parents. As a result, children with additional needs are progressing well towards the early learning goals, given their starting points. Pre-school clearly enjoy stories and displays around the room show they have their 'special book of the month'. However, the presentation of other books available does not enthuse children to select for their own pleasure as they are all crammed together, and are rather jaded and worn because of this. This also impacts on children ability to learn how to care and show respect for books.

All children are provided with good opportunities to develop their mathematical skills. For example, staff support toddlers to count as they build their tower of bricks, they ask questions and make comments, such as 'is this a tall tower' and, 'can you make it bigger?' As a result, children incorporate early counting and mathematical vocabulary into their everyday play-based learning. Older children gain the skills that they will need for their future learning and the move to school. For example, staff plan group activities and these encourage children to share and take turns in conversation. Children learn to count and calculate as they join in with number rhymes and play with small world figures. Children line up the figures and sort them into different colours and types. Staff thoughtfully extend their learning and vocabulary by asking them to consider which ones are larger, smaller or the same. Children develop their physical skills at a steady rate. Outdoors, frequent opportunities enable children to make good progress in developing their coordination and the control of their movements when involved with large equipment such as climbing,

balancing and riding on a variety of wheeled toys. Babies have space to crawl and sturdy furniture, and the well-timed support of staff encourages those ready to pull themselves up to a standing position. The key person supports engagement with all parents who contribute to initial assessments of their child's starting points on entry and their progress check at age two. They are kept well informed about their children's achievements and progress. Parents are encouraged to be actively involved in their children's learning. For example, on the 'Wow Board', they share children's achievements from home, and special events in their lives. This enables practitioners to plan for the next steps in children's learning because they have a full picture of their development.

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

Effective settling-in procedures are in place and children and their parents are well supported emotionally when they first begin attending the nursery. Prior to joining, children visit the nursery with their parents and relevant information is shared about their welfare and interests. This practice ensures staff can plan to meet children's individual needs. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Shortly after starting the nursery the key person provides parents with a settling-in report, this reassures them and further supports children emotionally during times of transition. Warm and secure relationships are evident between children, key persons and other adults involved in their care. This is because staff take time to find out about children's home routines and get to know them well. Having said that, staff working with the babies tend to follow a rota with regard to nappy changes, rather than the key person carrying out this intimate routine. This means they miss opportunities to strengthen the key person bond even further.

The nursery provides a spacious and well-organised indoor environment for children. Furniture and equipment are of a good quality and suitable to support children in their learning and development. In child-initiated play, children independently choose from a wide range of resources that are age appropriate and appeal to their interests. The impact of recent staff training can be seen within the baby room. Here the staff use what they have learnt regarding the impact of colour on children's moods and have reduced the use of vivid and bright colours used for displays. This has been found to have a relaxing and calming effect for children. Through a good balance of child-initiated and adult-led experiences staff effectively promote children's independence and a sense of responsibility. For example, before the toddlers go outside they are encouraged to find their wellington boots and coats, and older children understand that they must help to tidy away toys. Children's behaviour is managed well by staff. They have high expectations of the children, both in the way they behave and in the way they apply themselves. As a result, children remain busy, persevering with tasks and responding positively to encouragement and praise. Positive relationships, friendships and behaviour ensure this is a happy, fun place to be.

Transition arrangements are effective. For those children that are moving onto local schools the reception teachers are invited to visit the setting to meet the children. Staff have also considered how they can support children who are moving onto schools further

afield. For example, they have taken photographs of the specific schools, the staff and the environment which they use to prompt discussion and increase familiarity. Those children who are ready to move into the age group are similarly supported by their key person to make this move seamless and stress free. Staff give clear messages to children to ensure they develop a good understanding of why it is important to have a healthy diet. Children enjoy the healthy snacks of fruit and cooked lunches provided, with the older and more able children helping themselves to the food on offer. This supports their independence and small physical skills. Children are competent at managing their personal needs relative to their ages. They access the toilet and wash their hands independently. Children benefit from plenty of fresh air as they play outside daily. Staff involve children in safety procedures throughout the day. For example, they provide good role models for practices, such as using scissors safely, to ensure children develop an understanding of how to keep themselves safe.

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

The management team have a secure understanding of their responsibility to ensure the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded through the effective measures implemented by staff throughout the nursery. All staff demonstrate a good understanding of what to do if there are concerns about a child's care or welfare and the procedures to follow. The management team ensure safeguarding practices are reviewed regularly and reinforced through training and regular staff meetings. Robust recruitment and selection procedures are in place and all staff undergo Disclosure and Barring Service checks to ensure that they are suitable to work with children. Staff attend regular training and they are very well supported and valued by management. Therefore, they are a dedicated, happy, enthusiastic staff team who clearly enjoy their work. Children are kept safe and secure through routine safety checks and detailed risk assessments on the premises. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times.

Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. The management team monitors the quality of teaching through observing the staff and meeting with them to appraise their work. This means staff are constantly improving their already good practice. In the main there is a good overview of the curriculum through monitoring of educational programmes, to ensure a broad range of experiences to help children make progress towards the early learning goals. This is based on a secure understanding of the areas of learning and how children learn. Planning and assessment is good and the regular monitoring by the management team to make sure they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress supports children's progress well.

A wealth of information is shared with parents. Parents receive regular newsletters, written daily sheets, and notice boards ensure that parents are well informed. Parents are encouraged to contribute to their children's records and update interests. The key person completes the settling-in notes with parents to ensure that they know all about their child's routines, preferences and development, so that children are very well supported. Parents comment positively about the nursery. They are very happy with the staff and feel their children are making good progress in their learning and development. Staff work well with other agencies and professionals, such as the speech and language therapist and hearing impairment unit. Because of this close and efficient partnership children's needs can be promptly met. The management team recognises the importance of continuous quality improvement. Through a process of self-evaluation, taking into account the views of staff, parents, children and external agencies, the strengths of the setting and areas for development are clearly identified. This means priorities are established and clear targets are set to ensure high quality provision for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464882
Local authority	North Yorkshire
Inspection number	923718
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	90
Name of provider	Jigsaw Childcare (Catterick) Limited
Date of previous inspection	not applicable
Telephone number	01748 833725

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

