

# Jigsaw's Kids Club

Whitgreave Primary School, The Avenue, Featherstone, WOLVERHAMPTON, WV10 7AS

## Inspection date

21/05/2014

Previous inspection date

03/12/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 requires improvement

- The staff's practice of teaching and programme of activities provided offer a balance of adult-led and child-initiated activities to help children make satisfactory progress towards the early learning goals.
- Staff sufficiently support children's personal, social and emotional development. As a result, they form positive relationships with adults and peers and show satisfactory levels of enjoyment and achievement.
- Staff have a clear knowledge of child protection issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times.

### It is not yet good because

- The observation and assessment of children is not sufficiently developed in respect of identifying their next steps in learning and planning motivating experiences towards the early learning goals, to ensure that children make better than satisfactory progress.
- Staff do not always help all parents support their children's learning at home, especially those who have more difficulty in engaging.
- The setting does not promote all children's good health by providing healthy, balanced and nutritious food for younger children.
- The self-evaluation process has not yet developed sufficiently for the setting to make good progress through careful monitoring, analysis and challenge.

## 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 three play rooms and outside.
- The inspector held discussions with the managers and staff.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of the children, parents and carers spoken to on the day of inspection.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

Jigsaw's Kids Club was registered in 2010 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is owned by a private limited company and operates from four rooms in Whitgreave Primary School based in Featherstone, Wolverhampton. The setting has access to an enclosed area for outdoor play and also to the school playground. It serves children and families from the local and surrounding areas. There are currently 80 children on roll, 36 of whom are within the early years age range. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-olds. It is open each weekday during term time. The pre-school opens Monday to Friday from 11.45am to 3pm. The out of school sessions run from Monday to Friday from 7.45am to 8.45am and from 3pm to 5.45pm. The holiday play scheme opens from 7.45am to 5.45pm during school holidays. The setting supports children with special educational needs and/or disabilities. There are six members of staff working directly with the children, all of whom have early years qualifications at level 3. 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:

- observe and assess each child's progress across all areas of learning in relation to their age and stage of development, and use this information consistently to identify the next steps in their learning, to plan motivating experiences and to support their good progress
- improve the system for parents' contributions to their children's learning by helping all parents with how to support learning at home.

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

- develop rigorous and effective systems for self-evaluation that inform the setting's priorities and are used to set challenging targets for improvement
- promote all children's good health by providing healthy, balanced and nutritious food for younger children.

## Inspection judgements

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

The staff generally have a satisfactory understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Children enjoy their time at the setting and make reasonable progress through a sufficient range of experiences across all areas of learning. The planning of activities is flexible and responds to the children's interests. However, the system of assessment is not fully developed in respect of identifying each child's progress across all areas of learning in relation to their age and stage of development and planning motivating experiences. Overall, these weaknesses in teaching mean that children make satisfactory, rather than good, progress and do not consistently gain the necessary skills to support their future learning and their readiness for school. An adequate key-person system means adults know the children fairly well and help them feel fully included. This applies equally to children who have special educational needs and/or disabilities. On entry, parents contribute to initial assessments of their children's starting points and are kept informed about their children's development through regular feedback. The progress checks at age two are completed satisfactorily and shared with parents appropriately. However, staff do not always help all parents to support their children's learning at home, especially those who have more difficulty engaging.

Children's communication, language and literacy skills are developing adequately. Staff provide appropriate opportunities for children to talk freely about their interests and to listen to each other. For instance, at lunchtime, they tell staff and their peers that they 'saw a fish in the shop and it had two eyes'. Some open-ended questions by staff encourage children to think and develop their vocabulary. They paint letters to learn their sounds, repeating 'a' for 'apple' or 'n' for 'nan'. Children develop listening skills through singing, story sessions and group activities. For instance, they listen to and follow a story, respond with the appropriate actions and pretend to be a character in the story. There is an interactive board and a book area to support children's literacy skills. Staff provide a selection of resources for children to make marks. Sufficient opportunities are provided for older children to recognise and write their own names, including those on their coat hangers or their artwork.

Staff provide suitable opportunities for children to develop their understanding of the wider world. They invite visitors to the setting, including a police officer and a midwife, for children to learn about the wider community and their roles. Topic activities, including learning about suitable clothing for different seasons, enhance children's understanding of nature. An adequate selection of resources, including tools, cameras and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Children demonstrate a developing understanding of number and shape through daily routines, number rhymes, flash cards and visual displays. Sufficient opportunities are provided to exploit their simple calculation skills and to solve simple number problems. For instance, they count how many children are left in the group. Staff encourage children to understand and respect the values and differences of others. Tasting oriental foods and marking festivals of different religions and cultures associated with different countries help children to understand and respect the values of others. There are also a selection of resources depicting positive images of diversity.

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

The staff welcome all children into a warm and caring environment. Therefore, children are happy and feel secure and establish firm attachments with peers and adults. There is an adequate key-person system and, on entry, staff obtain sufficient information from parents about children's starting points in learning. Consequently, staff know the children reasonably well and help them quickly become familiar with their new environment. Despite the strengths in promoting children's emotional health, the overall well-being of children is maintained only to a satisfactory standard. This is due to the weakness in the setting's educational programme, which means children are not always supported in gaining the necessary skills to promote their future learning and readiness for school. Nevertheless, all staff generally support children's personal, social and emotional well-being through providing interesting opportunities for development. The setting has established positive relationships with other childcare professionals, including on-site and local schools and nurseries, to provide consistent care for all children. For the after school sessions, the system for working with schools, in which the children spend more time, is developing appropriately. This enables staff to plan complementary activities that meet children's individual needs.

Staff provide daily opportunities for children to access the outdoor play area, where they engage in an appropriate range of activities to increase their physical fitness. They confidently use a variety of equipment, including bikes, wheelbarrows and soft balls. They enjoy sand and water play and racing games with peers and staff. At the after school sessions, children enjoy a warm snack of toast, a selection of fresh fruits and a drink of either water, squash or a milkshake. Breakfast cereals and toast are served at the before school sessions. However, during playgroup sessions, staff do not promote children's good health by providing healthy, balanced and nutritious food. Nevertheless, staff do promote children's independence sufficiently. Suitable organisation of resources presents a free choice to encourage children's independence in initiating their own play. Staff also encourage children to put on their coats or shoes and to be self-sufficient in washing their own hands before they eat or after using the toilet. To further promote children's health and hygiene, staff have suitable nappy-changing facilities to protect children from the spread of infection. Staff routinely check nappies to ensure no child is left in a wet or soiled nappy.

Staff arrange suitable activities to enhance children's social skills. This includes caring for plants or dolls and talking about feelings. Children are familiar with the routines. For example, on arrival, they hang up their coats, wash their hands and sit at the table to eat their lunch. All children confidently make decisions in choosing their food, resources and activities. They develop a sense of responsibility by tidying up toys when they have finished playing with them. Children are well behaved and have a good awareness of right and wrong. They respond positively to guidance from staff, who encourage and praise children appropriately and acknowledge their efforts. Children develop an awareness of how to stay safe, as staff use everyday opportunities to reinforce their knowledge and understanding. Older children understand that house rules are in place for their safety and know what to do if the building needs to be evacuated in an emergency, as they take part in regular fire drills.

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

The inspection was prioritised following concerns raised about the staff's insecure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The inspection found that the staff's practice of teaching is not sufficiently effective in respect of identifying children's next steps in learning and planning motivating experiences towards the early learning goals. As a result, children make satisfactory rather than good progress. This significant weakness in practice is in breach of the learning and development requirements of the Early Years Foundation Stage. The proprietors largely oversee the running of the setting, alongside the local authority. Satisfactory progress has been made since the previous inspections. However, the self-evaluation process has not yet been developed sufficiently for the setting to make good progress through careful monitoring and analysis. As a result, learning experiences do not always offer sufficient challenge to children to help them make better than satisfactory progress towards the early learning goals. Daily discussions at the end of each session, regular team meetings and annual staff appraisals for the most part mean that staff's training needs are generally identified and addressed to develop the quality of care and learning. All records concerning children and policies and procedures, including the complaints procedure, have been updated and are readily available for inspection.

Staff have a clear understanding of safeguarding children in relation to child protection issues. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. All staff receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. Comprehensive policies and procedures are shared with parents, so that they understand the duty of adults to protect children. Thorough recruitment and vetting procedures ensure that children are safe. Children's welfare is promoted, as staff provide a safe setting for them to use, with regular visual and written risk assessments. The security of the premises throughout is well maintained and the staff employ a suitable system of monitoring visitors to promote the safety of children.

The setting works adequately with the local community, including schools, nurseries and external agencies, to help children integrate into a new environment, so that the move is eased. Staff meet with and invite local pre-school staff to discuss individual children in order to promote continuity and progression. The setting's association with health visitors, speech therapists and the area Special Educational Needs Coordinator allows them to seek advice and ensure children get the support they need. Staff greet parents and carers in a friendly manner when they collect the children. They share information about children's progress with their parents through regular verbal feedback. Parents comment that they are happy with the setting and feel that staff keep them informed of their child's activities.

### **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

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Unique reference number</b>     | EY413387                   |
| <b>Local authority</b>             | Staffordshire              |
| <b>Inspection number</b>           | 975329                     |
| <b>Type of provision</b>           |                            |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 0 - 17                     |
| <b>Total number of places</b>      | 56                         |
| <b>Number of children on roll</b>  | 80                         |
| <b>Name of provider</b>            | Jigsaw's Kids Club Limited |
| <b>Date of previous inspection</b> | 03/12/2010                 |
| <b>Telephone number</b>            | 07984123009                |

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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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