

Jigsaw Pre-School Nursery

Bury Park Community Centre, 161 Dunstable Road, Luton, Bedfordshire, LU1 1BW

Inspection date	16/10/2014
Previous inspection date	05/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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

- Staff provide a stimulating environment, both inside and outdoors, to engage children's curiosity and interests. Consequently, most children make suitable progress in their learning.
- Staff demonstrate a secure knowledge and understanding of all safeguarding procedures. As a result, children learn in a safe and secure environment.
- Staff work effectively with parents of children who speak English as an additional language. For example, they learn key words and phrases in children's home languages.
- Children thrive in their health and physical development. This is because staff promote outdoor physical activities and provide healthy food.

It is not yet good because

- Some new children do not form secure enough attachments with adults as a consequence of the inconsistent key-person system and settling-in arrangements. This means that young children's emotional well-being and support in learning and development are not always assured.
- Staff do not consistently identify precise next steps for all children's learning and 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 observed activities in the pre-school room and the outside learning environment.
- The inspector looked at children's assessment records, planning documents and other documents, including the safeguarding policy.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Hardaker

Full report

Information about the setting

Jigsaw Pre-School Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in Luton, Bedfordshire, and is privately managed. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday, during term times. Sessions are from 9am until 12noon and from 12noon until 3pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and the manager holds an appropriate qualification at level 6.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that key persons are assigned effectively to each child from the start of their placement, so that close relationships and support are established swiftly for each child and that their care is tailored to meet their individual needs, forging positive relationships with their parents.

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

- strengthen the precision and focus of the identification of next steps for all children to ensure they make good progress in their learning and development.

Inspection judgements

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

The quality of teaching and learning is variable. There are many good quality resources available that cover all seven areas of learning. Some staff demonstrate an awareness of the characteristics of effective teaching and learning and use their knowledge to ensure that children get the most out of their teaching. For example, as children engage in playing with remote controlled cars, staff members support them well. They suggest which buttons they might want to press and use directional language, such as left and right, as children manoeuvre the cars. This promotes children's understanding of the world, through the use of information technology toys. However, there are times when staff do not support younger children to engage in activities. For example, at times, children new

to the pre-school wander around the room and staff do not always speak to them or suggest activities to interest them. This is because the key-person system is not always implemented effectively to ensure that every new child has support from a known member of staff. Consequently, young children are, at times, distressed, and hold on to their belongings from home for security. Staff give children adequate choice of where they want to play, as the door to the outside area is open for most of the session. A digging and planting area enables children to begin to understand how plants grow, which develops their understanding of the world. The provision of large toy bricks, and other construction resources available outdoors, enables children to be imaginative as they build structures, such as houses.

Staff effectively promote children's readiness for school. For example, children work together in pairs at computers, where they can play a range of games that support their learning. Children are developing dexterity skills using their hands, for example, they use scissors proficiently and thread beads. As a result, children grow in confidence and show that they are pleased with their achievements. Some staff encourage good mathematical understanding, such as encouraging children to count as they build. Staff point out numbers in the environment, such as the registration plates on bikes. Staff support children's early literacy skills by encouraging them to write their own names on their artwork and by providing a wide range of books. Staff display multi-language signs in the pre-school to enable children to recognise text in their home language, as well as in English. Therefore, children are learning that print carries meaning.

Staff demonstrate sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Observations take place and next steps are linked to most children's age and stage of development. When a child is not progressing as quickly as expected, most staff plan targeted activities to strengthen children's skills in the required areas. As a result, most children are making steady progress. However, the weaknesses in the key-person system means that this is not consistent for some children. Staff are not always informed well enough about a child's abilities to clearly identify precise next steps to promote further learning. Therefore, not all children's ongoing good development is assured. Staff support children learning English as an additional language or with special educational needs and/or disabilities well. For example, they support children's communication by actively using baby signing and use key words in the various home languages. There are clear links in place with parents with regard to their children's learning and development. Learning journals are regularly shared with parents and staff offer ideas about what parents can do to extend children's learning at home. This promotes continuity in children's learning and development.

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

Settling-in arrangements are not sufficiently organised to consistently promote children's emotional well-being. Most children are allocated a key person before they begin attending the pre-school, with home visits carried out, to enable staff to understand each child's needs. However, the allocation of key persons to individual children does not always take account of staff's attendance or extended leave. This results in the settling-in period not

being effectively organised to meet each child's individual needs. Therefore, some children are unable to build up a close bond and secure attachment with a special person within the first few weeks. This means that these children do not easily become familiar with the setting or feel fully confident and secure within it. This also affects relationship building with parents because the key person is not available to gather initial information and ensure that children receive individually tailored care from the start. Consequently, some new children are frequently upset but are comforted by different practitioners, none of whom is their key person. However, comments from some parents of established children typically indicate their high regard for the pre-school, as they feel their children are happy and that staff provide sound care and education.

Staff implement appropriate hygiene routines to minimise cross-infection and keep children healthy. All children are consistent in independently washing their hands before and after eating and after using the bathroom. Consequently, they develop an early awareness of the importance of hygiene practices and how to stay healthy. Furthermore, staff provide children with healthy snacks, which encourages them to make positive choices about what they eat. Children enjoy daily fresh air and exercise, which helps them stay healthy. They have access to the outdoor play area and an adequate range of resources, which help them practise and develop confidence in their large physical skills.

Practitioners appropriately support children's social skills, such as listening, sharing and taking turns, for instance, during the snack time routine or as they play together. Children play alongside one another, for example in the sand tray, and engage in early imaginative play with role-play toys. Practitioners implement satisfactory strategies to manage any incidents of unwanted behaviour, such as a squabble over the remote control car. Children manage self-care skills appropriate to their age and stage of development, in order to develop independence. For example, they find their name card as they arrive and help with tasks at snack time, such as pouring their own drink. They are developing an appropriate awareness of managing risk. For example, they carefully negotiate space as they manoeuvre around things while riding on wheeled toys. Therefore, they are effectively developing skills they require for future learning, such as at school.

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

The provider has failed to adequately implement some of the requirements of the Early Years Foundation Stage, with particular regard to the key person role. This is because she has allocated children, who are new to the pre-school, to key persons who are not present in the setting during the children's first six weeks. As a result, some children's settling-in procedures are not consistently followed and their well-being is not sufficiently promoted. The manager and staff demonstrate an appropriate understanding of their roles and responsibilities in safeguarding children in their care. They are aware of signs and indicators of all types of abuse and of the procedures to follow if they have concerns about a child. The required number of staff hold a current paediatric first-aid qualification, so they are able to give suitable treatment in a medical emergency. Staff ensure children are safe in the pre-school and this is especially prevalent at the beginning and end of the

sessions. As children arrive they are warmly welcomed by a staff member at the door. A second staff member records their time of arrival. As children leave, staff are efficient at signing them out with their departure time. These robust procedures prevent children from being able to leave the premises unaccompanied. Risk assessments undertaken of the pre-school, outdoor area and any trips off site mean that children are adequately protected from potential hazards. The manager works in partnership with the community centre staff to ensure regular fire evacuation drills are carried out, this further support children's safety.

The management team has a sound knowledge of the skills of the staff and encourages their professional development. The training programme in place has a positive impact on practice. For example, the manager is currently undertaking forest school training to enable the children to have quality experiences of the natural environments, such as woodland areas. Regular discussions, supervisions and appraisals mean that managers are able to support staff to improve their practice. However, variation in monitoring of children's learning and development, results in next steps for some children not being sufficiently identified. This is because the absence of some children's key persons means their starting points are not always clear. Consequently, not all children's interests are planned for and, as a result, some children do not engage in effective learning. Staff meetings are held regularly and used for self-evaluation and reflection on practice. Parents' views are incorporated into future plans for the pre-school through the use of parent questionnaires. Consequently, ongoing development of practice reflects their views.

Parents speak highly of the provision and feel they are given good support by the staff. They value the learning environment and the variety of activities their children enjoy. There are many opportunities available for the flow of information between the pre-school and the parents, including, emails, newsletters and discussions at drop-off and collection times. Partnership working with other agencies and professionals, such as the local authority, is good. Staff work well with other professionals to meet the needs of children with English as an additional language and special educational needs and/or disabilities. They visit the nursery and information is actively shared so that any additional support is implemented to aid children's learning and development. The manager has good relationships with the local schools. Teachers visit the pre-school to meet the children and to observe them in a familiar environment. The manager supports parents through the admissions to school process, which enable parents to make clear choices of their preferred schools. The pre-school staff share a summary of children's achievements with schools and other settings to ensure all children benefit from continuity in their care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	105270
Local authority	Luton
Inspection number	993291
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	32
Name of provider	Amtiaz Munir
Date of previous inspection	05/03/2012
Telephone number	01582 488369

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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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