

# Jigsaw YMCA Ltd

Y Sportscentre, St. Pauls Road, St. Leonards-on-Sea, East Sussex TN37 6RS



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 22 May 2019   |
| Previous inspection date | 16 April 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are effective. Parents are pleased with the level of communication they receive about their child's learning and progress, and appreciate the availability of staff to discuss their child's daily needs. They are confident that their children are safe in the nursery.
- Key persons work with parents when children start at the nursery to establish what they can and cannot do. From then on, suitable activities are planned to support children's development. Children make good progress.
- Relationships between children and their key persons are warm and caring. This helps to support children's emotional well-being. Children behave well and feel safe.
- Staff are well supported. For instance, they have regular one-to-one meetings with the manager to discuss their practice and identify training needs.
- Sometimes, staff do not challenge children's thinking or extend their learning to enable children to make even better progress.
- When recording their observations of children's learning, some staff describe the activity and do not assess what children are learning and can do.
- Nursery staff have positive relationships with other settings where care is shared, and with the local schools children transfer to. Information about children's learning, progress and daily needs is shared and this helps to support consistency of care.

## What the setting needs to do to improve further

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

- provide activities to challenge children's thinking and extend their learning, to enable them to make even better progress
- ensure that the observations staff record about children's learning are focused on what children can do, rather than describing the activity.

### Inspection activities

- The inspector reviewed the safety of the premises and the documents relating to the health and safety of children.
- The inspector spoke to staff and viewed documents relating to their suitability to work with children.
- The inspector spoke to parents and children and took their views into consideration.
- The inspector and the manager observed children at play and discussed staff practice.
- The inspector reviewed children's learning and progress records.

#### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident in identifying children at risk of harm. They know the procedures to follow and those to contact if they have concerns about a child's safety or welfare. The manager is relatively new to the setting and she has formulated a clear action plan in conjunction with parents, staff and children. New systems for reviewing staff practice have been introduced and this is helping to support improvements in teaching. Leaders have recently begun to track the progress of children more efficiently, including the progress of different groups. Gaps in learning are identified and appropriate actions are taken to close these gaps. Children with special educational needs and/or disabilities are appropriately supported. Where necessary, the advice and expertise of external professionals are utilised.

### Quality of teaching, learning and assessment is good

Staff develop children's communication and language skills effectively. They speak clearly to children, repeating words and phrases back to them, and use sign language to help further support communication skills. Children's early reading skills are encouraged. For example, they often choose books to look at, including on a tablet, and enjoy sharing stories with their friends and adults. Children create models from modelling dough and this helps to support their imaginative and small-muscle skills. They recognise that materials can change. For example, children excitedly explore the change of consistency to sand and mud when water is added to it, using a variety of implements to stir and spread it. They laugh delightedly at the noise it makes when they pick it up and throw it down. Inside, children develop early writing skills. For example, they make 'old paper,' using tea bags, to label treasure maps to put on the pirate ship.

### Personal development, behaviour and welfare are good

Children freely and independently select their resources. They demonstrate an ability to share and take turns. For example, children play board games with an adult and maturely wait their turn. They can collaborate together. For instance, older children fill watering cans for younger children. Children have an emerging understanding of how to keep healthy, commenting that strawberries help to make you strong. Physical development is well promoted. For example, children pretend to be on a race track and ride around on bikes, skilfully negotiating the corners. Others develop their balancing skills on the balance beams. Children demonstrate an understanding of other cultures beyond their own experiences. For instance, they read stories, eat foods from other countries at snack time and celebrate major festivals from around the world.

### Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They manage their personal hygiene independently, including dressing and feeding themselves. Children learn to recognise what foods are healthy, commenting that strawberries make you grow. Children can concentrate and enjoy listening to stories with predictable and patterned language, sharing their favourites with their friends. They develop early writing skills and can hold writing implements in a tripod grip. Children forge friendships and learn to play collaboratively together.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 508971  |
| <b>Local authority</b>                           | East Sussex   |
| <b>Inspection number</b>                         | 10060484  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 114   |
| <b>Name of registered person</b>                 | Jigsaw at YMCA Limited  |
| <b>Registered person unique reference number</b> | RP910984  |
| <b>Date of previous inspection</b>               | 16 April 2015   |
| <b>Telephone number</b>                          | 01424 201001  |

Jigsaw YMCA Ltd operates from the first floor of the YMCA building in St Leonards-on-Sea, East Sussex. It registered in 2001 and is one of three nurseries owned by the same provider. The nursery is open weekdays, from 8am-6pm, all year round. There are 13 members of staff, 12 of whom hold appropriate early years qualifications. The nursery provides funded early education places for two-, three- and four-year-olds.

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.

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