

Jigsaw Independent Day Nursery

Inspection report for early years provision

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Inspection date 10/11/2009
Inspector Chris Mackinnon

Setting address Scaynes Hill Social Club, Church Road, Scaynes Hill, West
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jigsaw Independent Day Nursery opened in 2006. It is a privately owned nursery and operates within Scaynes Hill Social Club, Scaynes Hill West Sussex. Children have sole use of a prepared play room, and also have access to an adjacent outdoor area with safety surface. The nursery is open each weekday from 8am to 6pm throughout the year. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend, under eight years. Up to 26 children in the early years age group may attend, with no more than 12 aged under two years. The nursery currently has 28 children on roll, and all are in the early years age group. The nursery is able to support children with English as an additional language and staff also have experience of caring for children with special educational needs and/or disabilities. The nursery receives funding for nursery education. There are five members of staff, and all have recognised early years qualifications, with one staff member currently training

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly organised and staff provide excellent support for individual children's learning and welfare. Children enjoy an exemplary range of learning activities, and benefit greatly from access to a well organised and stimulating play environment. Staff demonstrate a high level of competence with teaching and promoting achievement, and children have many opportunities to create their own play and learning. Staff take care to work closely with parents and good links are made with other carers, to support children's development. The nursery makes full use of self-evaluation, and has a clear and consistent approach to improvement and maintaining a high standard of child care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing the development of learning opportunities in the outdoor play area

The effectiveness of leadership and management of the early years provision

The nursery is a well established day care setting, with an experienced staff team who have a high level of training. All staff have level three childcare qualifications, with one staff member at level four. The staff have also completed further training and many supplementary courses, to support and widen their practice. The organisation and management of the nursery is outstanding and of excellent

quality, with an exemplary and highly organised learning programme provided, that fully supports children's development and achievement. Children are also effectively safeguarded within the setting, with well organised procedures and clear record keeping. The nursery staff and children's key persons are also well trained in safeguarding, and have a highly developed awareness of the need to protect children and keep them from harm. To maintain security and reassure parents, the nursery also uses a nursery cam system, where parents can view the setting in real time, on line.

The nursery provides many well prepared and highly organised learning projects to effectively promote children's learning. The quality of the teaching and support for individual children's progress is also highly consistent and well maintained. One of the outstanding elements within the nursery is the highly successful organisation of the play and learning environment. Children have easy access to an exciting and stimulating range of play resources, and also have frequent opportunities to create their own games and learning activities. The main play area also has a particularly rich and stimulating range of visual learning material, which has a significantly high impact on children's learning and promoting their interests.

The nursery staff show much confidence and dedication with their use of reflective practice and self-evaluation. The nursery's key person system is highly organised, and staff make frequent evaluations of the learning environment, and how children respond to the activities. The nursery also has a clear and detailed development plan, and has acted effectively to meet the recommendation made at the last inspection. The nursery staff have also successfully completed the Ofsted self-evaluation document, which is well detailed and shows a confident ability to identify areas for future improvement. One particular area highlighted, is the continued extending of learning opportunities for children in the outdoor area.

The nursery successfully supports inclusive practice, and nursery staff have a good awareness of the need to promote equality and diversity. Children are effectively provided with activities and play projects to help them learn about languages and countries of the world. A strong awareness of people's differences is also well promoted within the play programme. The nursery has a wide selection of other cultures play resources, and many diversity based visual displays. The nursery staff show a definite awareness of the need to make links with other carers and play settings. Staff key persons take a close interest in those who have contact with the children attending, and are highly supportive of children's relationships. The nursery is consistent in its close working and information sharing, and is in contact with several local pre-schools and a nearby junior school. The nursery's partnership with parents is also highly organised, and new parents benefit greatly from home visits and the close support of their child's communicator, or key person. As their child progresses, parents are also encouraged to contribute to their child's individual plan, and the ongoing assessment of their learning progress.

The quality and standards of the early years provision and outcomes for children

The organisation of children's enjoying and achieving is highly effective, and an outstanding element within the play programme. Staff provide an excellently planned and highly challenging range of activities, that includes many well devised learning themes and play projects. Staff also ensure children have frequent opportunities to explore child-led activities. The inclusion of the six areas of learning within the planning is thorough and consistent, with children's progress through the learning stages fully explored and promoted. The nursery also has a clear and definite strength in its organisation of individual learning plans for each child. A highly organised and comprehensive system is also in place to observe and assess children's achievements, and learning progress. Clear and detailed notes are taken of children's enjoyment of activities, and how the play environment benefits their development. The recorded material is then effectively used to match up to children's individual learning plans, and to identify children's ways forward and future progress. Separate and well detailed folders are also kept for each child that outline their learning journey and unique development.

The nursery's quality of teaching and promotion of children's achievement is exemplary. Children benefit greatly from the staff's ability to interact, and extend learning. Staff are highly effective in their use of questions and prompts to promote children's interests. Children's use of speech and language is also consistently supported. For example, children and staff explore treasure baskets together, and learn many new words when describing their contents. Encouragement with language is also provided successfully during the lunch session, and when children use programmable toys and technology items. Staff is also highly attentive in supporting children's skills with reasoning and problem solving. For example, children successfully learn about numbers, shapes and sizes during supervised access to computer games, and when using assembly resources. Children's creative development is also well promoted, and children are given frequent opportunities to be expressive and inventive. For example, children greatly enjoy mixing and combining media and materials, in the nursery's well stocked art-craft studio area. Children also spend a good deal of time involved in child-led play, and staff often follow the children's lead. For example, a pretend play picnic improvised by the children, develops into a real snack time, with proper food items, plates and cups requested by the children.

A good and clear range of procedures are in place to maintain security and ensure children feel safe within the nursery. The organisation of risk assessment is well organised and thorough, and staff recognise the importance of maintaining children's safety as part of safeguarding. Children also develop a good awareness of the need to play safely during their activities, particularly when being active and using tools and materials. The nursery staff are highly effective at providing encouragement, and supporting children's confidence and good behaviour. Many close one-to-one interactions take place, to help children feel included and able to explore their feelings. Much excellent support is also provided to encourage children's social awareness and ability to join in with the group. Staff also provide specific learning projects, where children's independence, and their practical and

future skills are effectively fostered. For example, during story times, children learn to take turns and listen to others. Staff also use tidying-up as a good learning opportunity, and children are encouraged to reorganise and replace resources, after their morning's activities.

The nursery pays close attention to promoting children's healthy growth and development, and staff take care to ensure children learn about hygiene and their personal care. The nursery's play programme also successfully supports children's awareness of healthy foods and children engage in many play activities associated with foods and cooking. Children's health and development also benefits from the many opportunities provided to have physical activities, and promote active learning. For example, children have fun and are energetic during music and movement activities, and also enjoy balance games and messy play, in the nursery's outdoor play area.

Throughout the play activities and planned learning projects, staff work consistently to widen children's interests and promote their knowledge and understanding of the world. Staff also help children to understand about distances, and many aspects of travel and transport feature in the play. Children talk about the weather and learn about the seasons, and the nursery's excellent visual displays, help children to learn about nature and their surroundings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met