

Jigsaws Childrens Nursery

Scaynes Hill Social Club, Church Road, Scaynes Hill, HAYWARDS HEATH, West Sussex, RH17 7NH

Inspection date

23/04/2014

Previous inspection date

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

- An effective key person system helps children form warm and secure attachments with staff, promoting their well-being and individual needs and ensuring that they feel happy and safe.
- The management team show a strong commitment to continuous improvement. They create a culture of reflective practice and self-evaluation, which results in positive outcomes for children.
- The nursery form positive relationships with parents and other professionals, which supports the ongoing care and development of children.
- Children flourish in this welcoming and happy nursery. Children benefit from a broad range of activities, which are fully supportive of their individual interests.

It is not yet outstanding because

- Staff do not always utilise visual displays and props within the nursery to fully extend children's learning.
- Staff do not always provide children with opportunities to make associations between letters and sounds to help children develop their early mark making and writing skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outside learning environments.
- The inspector held discussions with the management team and staff members at appropriate times throughout the day.
- The inspector took account the views of the parents spoken to on the day.
- The inspector sampled range of documents including policies and procedures, staff suitability records and children's developmental and information records.
- The inspector and manager conducted a joint observation.

Inspector

Teresa Elkington

Full report

Information about the setting

Jigsaws Children's Nursery opened in 2006 and re-registered under new ownership in 2013. It is a privately owned nursery and operates within Scaynes Hill Social Club, Scaynes Hill in West Sussex. Children have sole use of a prepared playroom, which has an adjacent access to an outdoor area with safety surface. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 28 children on roll in the early years age range. The nursery is able to support children with English as an additional language and staff 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, four have recognised early years qualifications, with one staff member currently training.

What the setting needs to do to improve further

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

- develop the use of visual aids and props in support of children's learning, for example to support children's emerging writing skills and recognition of numbers

- provide opportunities for children to make links with letters and sounds to support their early mark making and emerging writing skills.

Inspection judgements

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

Children are happy and settled in the nursery environment, which is organised effectively in support of their learning and development. Staff have a secure knowledge of children's individual needs and current levels of development. The nursery achieves this by home visits undertaken by key persons prior to children's entry, discussions with parents, completion of an 'All about me' booklet and the staffing team initial observations. Staff make effective use of information sent to them from other early years setting. This enables staff to plan an effective programme of purposeful play and learning activities, which they tailor around children's own interests and individual needs.

There are good systems in place to observe, assess and plan for individual children's next steps in learning. In addition, use is made of computer software programme devised by the Local Authority. This supports staff in monitoring children's progress, clearly highlighting any emerging gaps for individual or groups of children. This in turn provides valuable information to support ongoing planning, discussions with parents and if needed

support from outside agencies. Staff give high priority in encouraging parents to play an active part in their children's learning. Parents have opportunities to complete their own summary sheets prior to formal parents meetings, with key persons. This provides a good basis for discussion and the implementation of agreed next steps in their children's learning. Staff use a summary sheet to record details for the required progress check for two-year-old children, which is shared with parents.

There is a strong emphasis on allowing children to follow their own interests and initiate their own play experiences. This enables children to develop their own self-confidence and become active and inquisitive learners. Staff provide good support to enable children to learn through their play. They actively engage themselves in children's play and extend their thinking. For example, they introduce mathematical concepts as children draw legs on their chalked spider pictures, encouraging children to use their fingers to aid their counting skills. However, staff do not utilise the visual displays around the nursery to extend thinking and aid learning.

Children show skill in the use of technological equipment. They show sustained periods of concentration as they manoeuvre the computer mouse when playing games. For instance, as they skilfully move the cart so that they can catch the strawberries. Staff are on hand to praise their efforts, enabling children to feel a sense of achievement. Children thoroughly enjoy expressing themselves through imaginary games in the pretend play area. They enjoy using a range of creative media. For example, rolling balls in paint to make patterns and mix colours together and as they select from the creative area enabling them to create their own pictures. Children enjoying listening to different sounds and working out how they are made. For example, as they place pasta and oats in separate containers, carefully listening to the sounds, distinguishing which is loud, which is soft, and why that is so. Staff spontaneously use children's chosen play activities to enthuse children's thinking. For example, as a child comes down the slide, staff highlight the swishing sound that their trousers made. This in turn, leads onto an activity as children find various items to roll down the slide and note the sounds that they make. This activity extends children's thinking and introduces new words to them, as they describe the sounds that they hear.

Children thoroughly enjoy making marks for a purpose. They take turns to draw around each other's body shapes using chunky chinks. They talk about the shapes that they have made and decide what colours they wish to use to colour in their body parts. Older children use this activity to practise their early writing skills as they begin to formulate familiar letters that they know for example, first letters of their names. However, staff do not extend this fully, by providing additional resources to help children make connections between letter formations and sounds. Children have great fun with water play, using a variety of cups and funnels to pour from one vessel to another. Staff plan activities in response to children's own interests. For example, following the Easter break children voiced that they would like to make Easter nests. Staff embraced this, by providing an adult lead activity. This provided children with opportunities to observe differences, such as, chocolate in its solid form becoming a liquid when heated. Therefore, developing their scientific exploration.

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

Children are happy, content and well settled, due to the supportive, welcoming and friendly staffing team. All children feel valued. New children to the setting are helped to familiarise themselves with their new surroundings, as staff and children's key people are on hand to guide and support them. This enables them to follow and settle into nursery routines and develop close bonds. Children behave very well. They support one another in their play and show cooperation as they take turns.. Staff use consistent praise and encouragement and they value what children do, which fully enhances their self-esteem and confidence. They actively display children's work around the nursery and provide opportunities for children to display work for themselves. This enables children to develop a pride in their environment and develop their sense of belonging. Children show sensitively towards one another, as they highlight to staff that younger may need help such as pouring their drink.

The staffing team complete thorough written risk assessments for all areas of the nursery, which helps to ensure that children play in a safe and secure environment. Management and staff are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Children's learn about their own safety as they take part in regular fire evacuation procedures. They show competence in their use of small tools such as knives and scissors, which they use with care. Young children rest and sleep according to their own individual needs. Staff are fully aware of how children like to be settled. This fully supports children's individual welfare needs.

Children show a good understanding and adopt healthy habits, such as good hygiene practices. For example, they spontaneously wash their hands prior to snack and meal times and after undertaking creative activities. Staff follow appropriate hygiene routines when changing nappies and when preparing food. Children enjoy a healthy diet. An outside company in consultation with the management team prepares and supplies hot meals for the children. Meals are provided on a four weekly rotating menu, which ensures that children access a wide variety of foods. All meals are supportive of children's individual dietary needs and known allergies.

Children enjoy a stimulating environment which is well organised to enable children to self-select from a vast range of good quality resources. Physical play is an integral part of children's daily activities. Children show great skill as they run, climb, jump and balance on a range of physical play equipment. Staff make good use of common areas situated nearby the nursery, which enable children to explore their natural environment, within the local community. Staff actively promote children's awareness of diversity through a good variety of activities and resources. For example, staff show a positive approach by encouraging all children to be considerate towards others and by celebrating different cultures. Around the nursery staff display words in different dialects and they use pictorial representation cards. This enhances learning for children who are bilingual. The staff effectively support children with special educational needs and/or disabilities, enabling them to make good progress in their development.

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

The management team and staff demonstrate a thorough commitment to promoting children's safety. Staff have a good awareness of their duty to protect children. They are fully aware of how to report their concerns and incidents directly to the management team, which helps to maintain children's safety. Staff receive ongoing training to support their awareness of child protection issues, to enable them to be fully aware of current legislation. The nursery leadership has robust recruitment, vetting and induction procedures to check staff are suitable to work with children. Staff record all visitors to the premises to further safeguard children and they are vigilant in their supervision of the children to keep them safe.

Management has strong expectations of staff in developing their knowledge and skills. Staff receive ongoing support through supervision sessions, peer observations and annual appraisals. This enables management to ensure that practice is strong and consistent and enables them to effectively plan for the training and professional development of the staffing team. Staff receive further support through regular staff meetings, enabling them to reflect upon practice and contribute to the future development of the nursery. Management lead a reflective culture, which promotes their ongoing commitment to improve outcomes for children. Ongoing self-evaluation enables management to reflect upon what is going well and prioritise well-targeted plans for the ongoing development of the nursery. This includes responding to suggestions gained through feedback received from parents through the comments box. The nursery is currently looking at ways to develop the outside play area to encourage a wider range of physical activities and reviewing resources in support of children's developing skills in their use of mathematics.

Parents are made to feel welcome in the nursery. Parents receive detailed information on nursery practice and the curriculum on offer. Numerous information boards and ongoing discussions with staff keep parents fully informed. Staff adopt a two way process of sharing observations from home and nursery, in support of partnership working. For example, 'Wow' moments of children's achievements, are actively shared and used in support of children's ongoing learning and development. Parents spoken to during the inspection stated that they are very happy with the quality of the service on offer and comment as to how well their children have settled into their new environment. Staff work very closely with parents and other professionals to identify and support any additional learning needs. The nursery has close links with local primary school. This facilitates a smooth transition for children leaving the nursery to begin their school life.

The Childcare Register

The requirements for the compulsory 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	EY463201
Local authority	West Sussex
Inspection number	938068
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Carolyn Hopson
Date of previous inspection	not applicable
Telephone number	07767 697164

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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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