



Jigsaw Independent Day Nursery

Inspection report for early years provision

Unique Reference Number	EY318625
Inspection date	05 July 2006
Inspector	Felicity Gaff
Setting Address	Scaynes Hill Social Club, Church Road, Scaynes Hill, West Sussex, RH17 7NU
Telephone number	01444 831 555
E-mail	
Registered person	Jigsaw Independent Day Nursery LTD
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Jigsaw Independent Day Nursery opened in 2006. It is a privately owned nursery that operates from a self-contained room in Scaynes Hill Social Club in Scaynes Hill. There is veranda and small tarmac area for outdoor play. A maximum of 26 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00 throughout the year. The nursery serves families from the local rural area. There are currently 11 children from 2 years to under 5 years on roll. Of these, three receive

funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language. There are three members of staff, two of whom hold recognised early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted by the staff's very good understanding and effective practice. Staff handle minor accidents well and record them in detail. They understand any individual health needs very well because they have excellent arrangements for creating close relationships with children and their families and for exchanging information. Children are protected from illness and infection because staff maintain good standards of cleanliness. Children begin to learn how to care for themselves and their environment. For example, they eagerly and skilfully help to wipe tables and sweep floors after meals. They become confident and competent at managing their own personal hygiene because staff reinforce explanations with pictorial reminders for everyday routines such as hand washing. However, staff change nappies in overly-cramped conditions because they lack an appropriate changing table. Children are well-nourished because they enjoy a well-balanced diet. Staff share meals with children to provide good role models and to create a happy, sociable experience. Children's physical development is enhanced by frequent opportunities for vigorous play indoors and out. Children use very high quality large construction materials to build their own resources for balancing in the outside area. They learn to throw and catch balls and use playground apparatus on regular outings to local parks and playgrounds.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe as they explore the carefully planned play environment. They have an extensive range of extremely high quality play equipment, which is attractively displayed in purpose built furniture. The stable and accessible storage units allow children to develop their independence by choosing their own play materials safely. Staff regularly assess the premises and their use to identify any areas where they can improve safety. They use a web-cam system which allows both themselves and parents to monitor the setting. Staff help children understand how to keep themselves safe by telling them the reasons for safety routines. For instance, a staff member explained to a two-year-old child how a door could trap his fingers and that he would 'probably need to go to hospital it would hurt so much'. Although the play room and entrance lobby are in very good decorative order, the corridor walls are in poor condition and the floor surface is uneven, which does not provide an attractive and welcoming environment. All staff attend child protection training to update their understanding, and use this to review and revise their written policies and procedures. This enhances their ability to protect children by

recording, monitoring and reporting any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish in all areas of their development because the staff skilfully create a vibrant, child-centred, learning environment for children to explore independently. Children make exceptional progress because staff share a common vision and use reflective practice effectively to continuously assess and improve outcomes for the children. Children confidently make decisions as they select their own play materials and decide how they will use them. Staff respect their choices and intervene skilfully to extend and develop their play. They have very high expectations of what children can achieve and children make exceptional progress. They develop high self-esteem as they develop real life skills. They serve themselves competently at meal times and enthusiastically assist in setting and clearing tables. Staff make excellent use of the Birth To Three Matters framework to ensure the provision meets the needs of the youngest children. They support children individually in their learning and consequently children make exceptional progress. Two-year-old children confidently count to 10 or more and show a good understanding of literary conventions as they practise reading books aloud to themselves. Staff are particularly skilled at supporting their speech and language; as a result, parents comment on the very rapid development of their children's verbal skills.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Children make exceptional progress in all areas of learning. Staff organise the room into discrete learning zones that promote purposeful play. Clear displays ensure consistency in how staff use the resources to help children progress along the stepping stones through good quality teaching. They also provide information for parents on how children learn through play. Staff are exceptionally observant and use children's self-chosen play activities most effectively to challenge them in their learning. For example, they are adept at identifying opportunities to encourage children to count and compare for real purposes. They use very good questioning techniques to help children calculate how many more pieces they need to complete a pattern. They make highly focused observations of what children do and understand to record their progress and to plan individually for future learning. Staff share story books regularly with children in small groups throughout the day. Children practise and develop their emergent writing as they use the attractive note books in the role play area as part of their imaginative play. They select the resources they wish to use to express their own ideas through a variety of media in two and three dimensions and are proud to decide where they will display their work. They develop their awareness and understanding of the world around them and how things work because staff provide excellent first hand opportunities for them to experiment. For instance, the high quality water tray is well equipped to allow children to explore how water pours and collects and can also be used to construct pulleys to move loads. Children become aware of differences in sound and pitch. They sing tunefully and demonstrate a good sense of rhythm as they accompany themselves with simple instruments or experiment with the keyboard

or electronic drum set. Their learning in all areas is enhanced by their exemplary behaviour and they are polite, confident and self-assured.

Helping children make a positive contribution

The provision is outstanding.

Staff value each child's individuality and work closely with parents to foster and nurture it. Children are very much at ease in the setting because staff take very effective steps to ensure they are exceptionally well prepared before attending. Staff visit children at home and work closely with parents to ensure they understand individual needs and preferences. Staff value and celebrate children's varied backgrounds, providing a wealth of resources presenting positive images of ethnic and cultural diversity. Spiritual, moral, social and cultural development is fostered. Parents and staff work closely together, as well as with outside agencies, to ensure children with additional needs are well supported. Partnership with parents is outstanding. Parents are fully involved in their children's learning and their written comments form part of children's profiles. In addition to the contributions they make during the settling-in process, staff also invite them to complete observation slips of what their children do and achieve at home. Staff ensure there is ample time to exchange information informally on arrival and departure as well as organising formal meetings with parents. They encourage parents to share in what their children do during the day through a closed circuit web-cam system.

Children behave exceptionally well as they reflect the courtesy and respect shown to them by the staff. They create a welcoming, safe and accessible environment in which children are at liberty to choose what they do so long as they do not hurt or annoy others, are safe, and look after everything in the nursery. Consequently, children begin to understand how their behaviour affects other people. Staff help them to express themselves clearly and this reduces their frustration. For example, a two-year-old child used words to express his annoyance that the toy he had been playing with had been taken by someone else, and this allowed an adult to intervene to help him resolve the problem peacefully. Children set themselves high standards; a three-year-old child persevered when wiping tables after lunch to make sure they were completely clean. Older children follow the example of the staff in the care and concern they show towards the younger ones.

Organisation

The organisation is good.

The play room is exceptionally well equipped and laid out; staff carefully assess how the available space can best be used to create a stimulating and exciting learning environment for the children. There are very good procedures to ensure staff are suitable and have the necessary skills and experience to do their jobs. There are effective procedures to protect children from people who have not been checked. All the required documentation is in place and it supports children's welfare well. Leadership and management are outstanding. The proprietor has a clear vision for the nursery and has appointed staff with the necessary skills and experience to

translate it into practice. Together they form a cohesive team with a clear sense of purpose and a strong commitment to continual improvement. They regularly use very detailed self evaluation systems to monitor all the outcomes for children, and these are closely linked to the National Standards, the Foundation Stage and to the Birth to Three Matters framework. As a result, they are able to identify and address any weaknesses promptly and are able to create excellent opportunities for children to learn through play. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the arrangements for nappy changing.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
www.ofsted.gov.uk