

Jigsaw Pre-School Nursery

Inspection report for early years provision

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105270

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Inspector

Kelly Eyre

Setting address

Bury Park Community Centre, 161 Dunstable Road, Luton,
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Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jigsaw Pre-School Nursery is privately owned and was registered in 2000. It operates from one main room within a community building in the Bury Park area of Luton, Bedfordshire. The setting serves the local and neighbouring communities. It is located on the first floor and there is a lift available and a ramp to the rear entrance of the building. Children have access to a fully-enclosed area for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12 midday and from 12 midday until 3pm. Children are able to attend for a variety of sessions. A maximum of 18 children may attend the setting at any one time. There are currently 35 children on roll who are within the early years age range. The setting also offers care to children aged over five years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's excellent daily practice and their commitment to recognising the individuality of each child means that all children are respected and supported in developing a positive sense of self. Children make excellent progress in relation to their starting points and are offered highly-appropriate support, ensuring that their needs are met and they can participate meaningfully in all activities and daily routines. The setting's conscientious approach to the evaluation of all areas of their work enables them to build a comprehensive overview of this and to develop practical plans for improvements, thereby maintaining a service which responds sensitively to the needs of children and their families. Dedicated, well-trained staff implement exceptionally thorough assessment and planning procedures, meaning that children are offered a wealth of activities that reflect their interests and developmental needs. Excellent partnerships with parents, carers and other professionals ensure that children's care is consistent and their welfare is always promoted.

What steps need to be taken to improve provision further?

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

- developing further opportunities for children to play outdoors.

The effectiveness of leadership and management of the early years provision

The setting's highly-effective safeguarding procedures mean that children's well-being is significantly enhanced and their welfare is consistently promoted. All staff have attended additional training in this area and have an excellent understanding of the wider issues associated with safeguarding children. There are stringent procedures to ensure that staff, students and volunteers are suitable to work with children. Comprehensive risk assessments and thorough daily checks mean that children's safety is well promoted throughout the setting. Children gain an excellent understanding of keeping themselves and others safe. For example, their involvement in the routines of the setting, such as, the preparation of snacks, means that they learn how to use knives and other tools safely.

The manager and senior team leader demonstrate a genuine passion for their work and have high standards and aspirations. They inspire staff, supporting them in attending further training, carrying out their own research and developing their roles and skills. This creates a positive environment, where staff are happy and proactive and thus inspire children in their learning. The setting's meticulous self-evaluation enables them to develop well-targeted action plans. These are securely based on feedback from staff, parents and children, meaning that changes are always well prioritised and lead to improvements in the outcomes for children. Recent changes include the introduction of open days for parents, offering them the opportunity to learn about the Early years Foundation Stage and thus enabling them to support their child's learning. Equality of opportunity is central to all areas of this setting's work. For example, they continuously review their policies and procedures to ensure that they reflect children's current needs. Staff make excellent use of all resources in order to promote children's development. For example, they utilise community facilities, such as the library, local parks, the museum, shops and restaurants, in order to offer children an extended range of opportunities

One of the key aims of the setting is to work in partnership with parents to support children in their learning and development. To this end, staff pay close attention to building and maintaining meaningful relationships with parents and carers. They make full use of a variety of communication methods, such as regular newsletters, coffee mornings and parent-consultation events. Staff organise training sessions for parents and provide practical information about ways in which parents and carers can support their child's learning at home, for example, through the provision of play packs. The setting also has very good procedures for liaising with other professionals. For example, they work closely with all local schools, making sure that they are aware of the expectations of the school and preparing children for this important transition.

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

Children make excellent progress in relation to their starting points because staff have a comprehensive knowledge of the Early Years Foundation Stage. The setting's commitment to gathering and using all relevant data relating to children's progress and their attention to detail in planning ensures that all children are offered a rich variety of activities that meet their needs exceedingly well. Exceptionally comprehensive assessment procedures enable staff to develop individual plans for each child. This ensures that the overall activity planning accurately reflects the developmental needs and current interests of all children. Well trained, caring staff encourage children to initiate their play, offering them sensitive support in their chosen activities. This promotes children's confidence and they are keen to explore and take an active role in their own learning. Children's behaviour demonstrates that they feel safe, as they independently select resources, organise their play and readily approach staff for help or to include them in their play and discussions.

Thoughtful daily procedures and the provision of additional resources mean that children have opportunities to develop early reading and writing skills. For example, children mark themselves off in their own register, while children playing outside work with a staff member to make registration plates for the tricycles they are riding. Excellent staff interaction and the thoughtful provision of accessible resources mean that children's play and learning are extended. For example, a staff member joins children playing with the play snow, they discuss how this was made, name the animals as they discover them, fill moulds and make shapes in the snow, with children going on to add resources which they collect from the storage trays around the room. Children are offered a wide variety of opportunities to play and learn outside. For example, they have grown a range of vegetables, they use local parks and enjoy using the outdoor area for role play and physical activities. However, this area is not consistently used to the very optimum.

Staff take every opportunity to engage children in discussions and extend their language and vocabulary. For example, children and a staff member playing in the shop play area talk about how they travelled to the shop, name some of the items and look at the poster on the wall, they talk about the differences between the shoes illustrated, naming colours and comparing sizes. Activities are always carefully adapted, ensuring that all children are included. Boys' needs are met and children's interests are used to help promote their development. For example, after noting that the boys were interested in cars whilst on a shopping trip, staff planned an activity where they went outside and counted different cars, making tally charts as a record, thus developing children's numeracy and mark-making skills.

Children's emotional development is sensitively promoted as they develop secure, trusting relationships with staff and other children. Their behaviour is exemplary and they show an excellent understanding of the expected standards of behaviour as they organise taking turns and readily share the resources, thus developing skills for use in future life. All children are highly valued as individuals and engage

in an extensive range of activities and discussions that help them to value diversity and understand the cultures and lifestyles of others. For example, children regularly visit local shops, restaurants and places of worship, following this up with discussions, associated stories and research. This enables them to gain a meaningful understanding of their own community and to begin to set this in the context of the diversities of our society and the wider world.

The setting's excellent procedures for working with parents and others mean that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly-appropriate support. For example, staff support communication by actively using baby signing throughout the session, providing information for parents so that they can continue this at home. Children are offered numerous opportunities to learn about the uses of information and communication technology, gaining further skills for the future. For example, they use laptop computers, digital cameras, cash registers and interactive books. Children gain an excellent awareness of the relevance of a wide range of health practices. For example, their understanding of the importance of a healthy diet is promoted as they help shop for the for the setting's snacks, discussing what to buy and the importance of eating fresh fruit and vegetables.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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