

Jigsaw Nursery School Hatch End

Inspection report for early years provision

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| Inspection date | 06/10/2009 |
| Inspector | Susan Tuffnell |
| Setting address | Scout Association, Scout Hut, Grimsdyke Road, Pinner, Middlesex, HA5 4PH |
| Telephone number | 0208 4211022 |
| Email | |
| 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*.

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Description of the setting

Jigsaw Nursery School is run by Sunbeams Childcare Limited. It opened in 2004 and operates from two rooms at a scout headquarters in Hatch End in the London Borough of Harrow. The setting is fully accessible with ramps to the entrance door and wide doorways. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 9.30am to 3.00pm four days a week and 9.30am to 12.30pm for one day a week. The nursery is registered to provide 40 places for children on the Early Years Register. The nursery currently supports a number of children with special educational needs and supports children who speak English as an additional language.

The nursery employs fifteen staff including the manager and the deputy. All staff hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective and outcomes for children are consistently good and exemplary in significant areas. Highly effective partnerships between parents, carers and other professionals ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement, are outstanding.

What steps need to be taken to improve provision further?

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

- continue to improve current provision for information and communication technology.

The effectiveness of leadership and management of the early years provision

The steps taken to safeguard children are exemplary. There is a comprehensive awareness of safeguarding issues within the setting. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Comprehensive policies and procedures are maintained in excellent order and implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Thorough risk assessments and daily checks on health and safety, ensure that the high standards of safeguarding are maintained.

The management are exceptionally successful in inspiring the staff team to work towards meeting ambitious targets. They have high expectations and set high standards across all areas of practice. Morale is very high and belief in the setting's success runs through all levels of staff. The setting devises exceptionally well targeted plans for the future through rigorous and extensive monitoring, analysis and self-challenge. As a result, outcomes in children's achievements and well-being are good and some are exceptionally high. Staff have a strong commitment to equality and diversity which is at the heart of the nursery's work and actively promoted. Staff have an exceptional knowledge of each child's backgrounds and needs, are highly effective in ensuring that all children are well integrated and successful in taking steps to close identified gaps in children's achievements. Consequently, the outcomes for children and their experience are extremely positive. Extensive resources and activities are available to promote diversity in religion, culture and gender and also to recognise, respect and understand children who have a disability. Diversity is promoted with enthusiasm through exciting and imaginative activities, such as creating different ethnic homes in the role-play area, in order that children can experience how others live. The festivals of Eid, Diwali, Christmas and Chanukah are celebrated with food, music and art and craft activities. Parents are invited into the setting to share stories, songs and photographs about their special celebrations. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. For example, close collaboration with portage workers, early years development officers, speech therapists and the special educational needs coordinator, ensures that children are fully supported and their individual needs are met. There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. Parents and carers are involved in key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. They are very well informed about all aspects of their own children's achievements, well-being and development. The setting provides tailored guidance and information about precise ways parents and carers can support their children's learning across different areas. The provision for children who have English as an additional language is outstanding. Extensive multi language labels and posters and dual-language books and picture boards ensure successful integration of the children. Parents are fully involved providing key words in their home language and working closely with staff to ensure that cultural needs are satisfied. These highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the setting's work.

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

A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observation is rigorous and the information gained, is used very effectively to guide planning for individual children. Teaching is rooted in expert knowledge of

the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates the children to succeed. Their health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. Practitioners are skilled and sensitive in their management of children and their behaviour.

Children have consistently good and often excellent levels of achievement. Most children demonstrate strong ability in developing skills that will help them in the future and play an important role in their learning by offering their ideas for activities. For example, the children's 'Learning Journey' is given to parents at the end of each term. Parents comment on the children's progress and include comments from their children on all aspects of their nursery life. Children show high levels of independence, curiosity, imagination and concentration as they access resources freely and choose activities. Children use computers and develop skills to support their future learning. Resources to support their understanding of the wider aspects of information and communication technology are not yet fully available to extend this further. Children explore and investigate the natural world through exciting projects such as hibernation and life cycles. All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They participate in innovative activities, such as the safety and prevention topic, which is enhanced by a visit from the fire safety officer. Children's awareness of road safety is extended with practical exercises and art and craft work. Boundaries and the setting's rules to keep children safe are shown in written in many languages and in Makaton signs and pictures, to ensure all children understand and are included.

Children show a strong sense of security and feel safe within the setting. They have an excellent understanding of the standards of behaviour expected and apply these in order to keep themselves and others safe. Children safely use a range of tools and equipment and know how to handle these in order to keep safe. For example, children confidently cut and chop fruit for snack and carefully use knives. The high quality adult interaction and exemplary organisation of routines helps younger children gain an exceptionally strong sense of security as they progress in their personal, social and emotional development.

Children show an excellent understanding of healthy eating as they discuss the fruit on offer at the café' style snack area and the positive impact on their health. They have excellent opportunities to engage in a wide range of physical activities, both indoors and out, and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, children join in with music and movement enthusiastically. Staff lead with 'warm-up' exercises and then the children work down all areas of their body, with vigorous movements which create a lot of humour. Children recognise that their heart is beating very fast and then do slow and gentle movements to slow it down again.

All children show an extremely strong sense of belonging within the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. Children display high levels of confidence and self-esteem and engage in a wide range of activities and experiences, which help them to value

diversity. They work extremely well independently using their own initiative and are developing excellent skills in working alongside their peers. Children play a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners.

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

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| 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

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| 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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| 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

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| 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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