

# Jigsaw Day Nursery

Jigsaw Day Nursery, 2 Beechwood Road, Cressington, LIVERPOOL, L19 3RU

<b>Inspection date</b>	29/04/2013
Previous inspection date	04/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff provide children with independent access to a sound range of toys and books in thoughtfully organised areas. This enables children to be active, independent learners.
- Children's speaking and listening skills are promoted particularly well through play and everyday experiences.

### It is not yet good because

- The registered person failed to notify Ofsted of a serious injury to a child. This is a breach of the welfare requirements of the Early Years Foundation Stage.
- The risk assessment does not include all equipment, which leaves an over reliance on supervision to keep children safe rather than minimising the hazard.
- Accident and injury records are not sufficiently monitored. As a result, there are gaps in the records, delays in informing parents and little use made of them to identify patterns or trends to inform risk assessments.
- Some parents are not well informed about their children's progress or fully encouraged to share information about their child's learning at home in order to contribute to ongoing assessment.
- Maximum use is not made of the home languages of children to support children learning English as an additional language or to raise children's awareness of different languages.

## 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.

## Inspection activities

- The inspector observed activities in the nursery rooms and in one of the outdoor areas.
- The inspector looked at children's records and learning journals, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The views of parents and carers were taken in person and from their comments on the feedback board.

## Inspector

Lynne Naylor

## **Full Report**

### **Information about the setting**

Jigsaw Day Nursery was registered in 2009. It is registered on the Early Years Register and is managed by a limited company. It operates from open-plan spaces on the ground floor of a detached building, in the grounds of a cricket club in Aigburth, Liverpool. There are enclosed areas available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs nine members of childcare staff who hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- notify Ofsted of any serious accident, illness or injury to any child while in the care of the nursery, and of the action taken
- assess the risks to children's safety, which must include reviewing the environment and all the equipment regularly and removing and/or minimising risks, such as the climbing equipment in the garden
- improve the way in which essential records are maintained. For example, ensure that information relating to accidents is appropriately recorded and parents informed.

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

- regularly review all accident and injury records to identify any patterns or trends and use this information as part of the risk assessments
- strengthen partnership working to ensure all parents have further opportunities to support and share information about their child's learning at home, in order to contribute to the ongoing assessment, and are well informed of their children's progress
- increase children's awareness of the culture and languages of each other and further support the needs of children learning English as an additional language, for example, share stories, songs and rhymes and provide dual language books in children's home languages.

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

Children play with a suitable range of good quality toys and books that, generally, capture their interest and hold their attention. Children occupy themselves well and are interested and keen learners. They concentrate well as they draw, paint and play games together. Staff play alongside children and offer sufficient guidance and challenges to help them make sound progress in their physical, personal, social and emotional development. They talk with children about what they are drawing, which helps them to gain good skills in listening and speaking. This prepares children for the next steps in their learning, such as school.

Staff regularly observe and accurately assess children's learning as they play. They use what they know about each child to plan some enjoyable learning experiences. Children are, generally, working comfortably within the typical range of development expected for their age. Parents spoken to at the inspection feel all the staff are very approachable. When parents share information about their child's learning and development at home, staff use it to support children's progress. However, information is mainly exchanged verbally as parents drop off and collect their children. This means some staff are better informed than others about children's achievements. Children's learning journals are also available to parents; although, these are not shared as frequently as possible to ensure parents can contribute to children's learning and are well informed about their progress.

Children's physical development is soundly promoted, indoors and outdoors. They use a range of small tools, such as scissors for craft work and small knives when preparing snacks, which develop their finger skills. A good range of pens, pencils and crayons are freely available and some children choose to draw. Children's early writing is valued as staff use it to caption displays.

Children's awareness of their culture and those of others is raised through craft activities, listening to stories, outings and food tasting. For example, children decorate hands with Mehndi patterns at Diwali. First-hand experiences, such as local outings, also help increase children's understanding of the world. For example, at Chinese New Year, children visit the Chinese Arch and eat in a Chinese restaurant. Similarly, children choose to look at books and listen attentively to stories read to them in small groups. This instils a love of reading. However, there are no dual language books matched to languages spoken by families in the setting. Likewise, there are no magazines, newspapers or packaging, in the home language of children attending in the role play areas. Therefore, maximum use is not made of the home languages of children to raise their awareness of English and other languages and to help them to learn about similarities and differences.

Children are suitably prepared for their move from nursery to school. They discuss what they will need, such as uniforms, backpacks and lunch boxes. They recognise numerals and demonstrate an awareness of technology as they operate pretend phones. They are encouraged to count and sing songs involving number. They gain a good understanding of nature as they are encouraged to look closely at living things. They search for mini-beasts in the garden and displays show their detailed observational paintings of daffodils and drawings of birds. Many aspects of children's learning are supported through enjoyable experiences. Staff plan and provide some fun experiences and activities that challenge children to make progress. For example, they place knitted birds around the room and children sit in a hide and try to find them, which promotes their curiosity and concentration skills.

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

Children play happily, indoors and outdoors. Each child has a key person who builds a warm relationship with them. Caring staff have a good understanding of each child's individual needs, interests and abilities. Children receive praise for achievements and positive behaviour. This effectively promotes their self-esteem and confidence. Children develop a sound understanding of risks and how to manage them. They listen to stories with safety messages and learn about the emergency services as they enjoy experiences themed around 'people who help us'. Two of the parents are police officers and they talk to children about their work.

Staff use information from parents about each child's health requirements, allergies, special dietary needs and their food preferences to meet children's unique needs. Children develop a good awareness of healthy life styles. They learn about healthy foods as they plant, grow, pick and then eat fruit and vegetables, such as strawberries and runner beans. They enjoy baking and develop a sound understanding how to use kitchen tools safely and manage risks. They scoop out the insides of a pumpkin and use this to make soup. They talk about healthy eating as they cut up fruits for a teddy bears' picnic. They learn how to use knives safely as they butter bread for sandwiches and use a teddy bear shaped cutter. Children learn to care for other living things as they make bird puddings from lard and seeds and hang them in the garden.

Low-level units contain drawers purposefully labelled with words to help children locate and replace toys. However, maximum use is not made of the home languages of children to label resources to support children learning English as an additional language. Supported by staff, children are becoming competent at managing their personal needs relative to their ages. For example, they independently go to the toilet and put on their coats before they play outside. Outdoors, children exercise vigorously as they run around. Indoors, children develop physical skills, such as finger dexterity, as they make and then manipulate, roll and cut dough.

Parents spoken to at the inspection feel the staff are approachable. They are well supported by staff to settle their child in to the nursery. They receive essential information about the nursery when their child enrolls. Positive links with professionals from other agencies support children with special educational needs and/or disabilities. Positive relationships with some of the local schools which most children will later attend, eases their transition from nursery to school.

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

The registered person who is also the manager understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors that they have been informed of all the relevant policies and practices. Staffing levels are maintained at an appropriate level with qualified staff. Some staff are trained in first aid and all the staff have updated their knowledge of the procedures of the Local

Safeguarding Children Board. The use of mobile phones and cameras is carefully restricted to protect children.

The inspection took place following a concern raised about an accident to a child which was not handled appropriately. The inspection found that an accident took place on a toddlers' slide in one of the garden areas and parents were not immediately informed. This meant medical attention was not immediately sought for the child. In addition, the registered person failed to notify Ofsted of the serious injury to the child. This is a breach of the welfare requirements of the Early Years Foundation Stage. However, since the incident, all staff have been re-briefed on how to record accidents and inform parents at the earliest opportunity. As a result, staff are fully aware of their responsibilities and know what to do if an accident occurs. Currently, however, the accident and injury records are not sufficiently monitored to make sure the recording is consistent. The manager does not regularly review the accident and injury records to identify any patterns or trends and use this information as part of the risk assessments.

Staff follow a simple checklist to help visually check the nursery is suitable and safe for children. Written risk assessments are reviewed at least annually and records of evacuation practices are maintained. However, sometimes hazards are not successfully identified and minimised. For instance, the apparatus with metal climbing bars, ladders and a slide, in the front garden, has patches of rust and is sited on artificial turf, which is not impact absorbing if a child should fall. This is not listed as a hazard in the records. There are useful ways for keeping records of children's details, attendance, evacuations and medicine administration. The manager is aware of the procedures for recording complaints and responding appropriately to these.

The staff meet weekly to discuss children's progress and purposefully plan the next week's activities. This enables them to provide appropriate support for individual children. The manager works closely with staff. She has recently begun to use a more structured way of monitoring their performance and the effectiveness of teaching. Supervision is beginning to link to the identification of training to improve the effectiveness of individual staff. Training is a regular part of staff meetings and staff share what they have learnt from workshops they have attended.

Self-evaluation is not yet fully effective in ensuring that all specific legal requirements are fully met, but is beginning to drive forward improvements to raise the overall quality of the setting. Parent, children and staff views increasingly feed into the evaluation system. The manager regularly meets with providers of other settings to discuss childcare related issues. The outdoor area has been a focus of development since the last inspection. Increasing use, although not yet maximum use, is made of the outdoor area to promote children's development. Staff work, generally, well with parents, other professionals and other settings to meet children's needs. Parents have access to the policies and procedures so they have an awareness of the service offered to children.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY401292
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	916462
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of provider</b>	P & EP Moss Ltd T/A Jigsaw Day Nursery
<b>Date of previous inspection</b>	04/05/2010
<b>Telephone number</b>	0151 4273566

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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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