

# Puzzle Centre

Puzzle Specialist Nursery, The Old School, Middle Claydon, BUCKINGHAM, MK18 2ET

## Inspection date

13/11/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of teaching is inspirational and, therefore, children make excellent progress in their learning and development given their starting points. They are extremely well prepared for moving on to the next stage of their education.
- The senior management team maintain very high standards for children's safety, well-being and learning. Therefore, children feel safe and secure within the centre.
- The staff's reflective practice and meticulous self-evaluation drives continual improvement to provide the best possible experiences for all children.
- Communication exchanges between parents, carers and other professionals are exceptional, which means that children's individual needs are fully supported.

## 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 activities in all play rooms and the garden.
- The inspector had discussions with the parents and staff.
- The inspector undertook two joint observations with the principle.
- The inspector sampled a range of documentation including children's records, policies and procedures and the centre's self-evaluation records.

## Inspector

Kim Mundy

## Full report

### Information about the setting

Puzzle Centre originally registered in 2001 and re-registered in 2013. The centre is run by a charity from a house in Middle Claydon, Buckinghamshire. There is access to four play rooms and a very secure outdoor play area. The centre provides a service for children from several local authorities. Morning sessions are from 9.45 am until 12.15 pm on Mondays, Thursdays and Fridays and on these days, afternoon sessions are from 1.15 pm to 3.45 pm. On Tuesdays and Wednesdays, the centre opens from 9.45 am until 2.45 pm. Children attend for a variety of sessions. The centre runs a 'stay and play' session for children and parents on Friday afternoons for six weeks each term. The centre is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The centre employs two full-time staff and 14 part-time members of staff. These include qualified specialist staff in autism, special needs and speech and language therapy and all staff hold appropriate early years qualifications. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register.

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

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

- extend the range of resources to enhance children's sensory play in the sensory room.

### Inspection judgements

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

The very individual needs of the children are at the heart of the service provided at this centre. The quality of teaching is nothing less than inspirational. All children benefit greatly from the excellent one-to-one support during their time in the centre and they spend their time playing in small groups of four or five. Staff provide a very good balance between adult-led activities and those the children choose for themselves. The children's learning is highly effective because staff intervene expertly, when appropriate, to refocus children's attention. Teaching is very effective and assessment of children's learning and planning for the specific learning environment is meticulous. Therefore, children make excellent progress given their starting points and capabilities.

Children make excellent progress in their personal, social and emotional development. The staff place extremely strong emphasis on building relationships with children and their families from the outset, so that they know precisely how to meet their individual needs. Every aspect of the service is tailored to meet the children's unique requirements. For

example, some children do not like to be physically touched, but are reassured and comforted by the use of bean bag weights, which they choose to use themselves. Children happily play alongside one another with moments of wonderful interaction, for example, as they giggle excitedly when taking it in turns to jump in to the ball pool. Children learn to put on their coats and place their shoes in the bag provided before entering the soft play area. Staff help children to express their feelings and they are highly skilled at knowing when to intervene and when to step back to let children explore independently. For example, during circle time, some of the children listen attentively and join in with the activity, whereas others do not. However, staff very skilfully adapt the activity to entice all children to be involved at a level at which they are happy and comfortable.

The centre uses different forms of communication with children such as Picture Exchange Communication Systems (PECS). Several children respond very well to this system and make clear choices about what they want to do during their time at the centre. All children respond well to the time table of the day, which is displayed in pictures. Staff ensure that the children are well prepared for the start and finish of all activities, so they clearly know what is happening next. Every member of staff is able to draw upon a range of tools to support children's developing communication skills. Staff are also trained to use Makaton signs and often use this approach to further support the children's communication and language skills. During one-to-one time with their key person, the children are able to focus on specific tasks. Staff know exactly what the aim of the session is and what they want the children to gain from it. Children learn about colour, number, shape and size as they complete puzzles and build towers with bricks.

Staff plan excellent opportunities for children to express themselves and to be creative and imaginative, for example, through playing the African drums, dressing up during role play, painting and drawing. Children show a real interest in literacy activities. Several children are able to draw recognisable people with facial features. They clearly enjoy looking at and listening to story books. The staff use props effectively to further capture and build on the children's understanding, speaking and listening skills. Children are in awe of the caterpillar who munches the food they feed to him and they giggle and squeal with delight. Through the provision of this outstanding learning environment, the children get the best possible start in developing the important skills they need to help prepare them for their next stage of learning.

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

Staff place a very strong emphasis on 'getting it right' for every child from the outset. Close attention is given to the children's emotional well-being and well managed home visit arrangements are very securely completed prior to a child starting the centre. Parents are particularly complimentary about this aspect of the service. Every child has a 'key person' to coordinate their care and education and all staff know the children extremely well.

Staff manage the children's different behaviours superbly and overall there is a calm atmosphere around the excellent indoor and outdoor areas for learning. Furthermore, as

specific issues a rise for a child, the staff work very closely with all those involved in the child's care to provide consistency in handling the issue. Staff constantly praise the children effectively for the very smallest of achievements, therefore, developing the children's sense of well-being and self-worth. There is a sense of great organisation and calmness throughout the centre.

Children enjoy fresh air and exercise and communicate through talking and using pictures to indicate whether they wish to play inside or outside. They develop very good control over their bodies as they ride trikes, kick balls, balance, slide and climb on apparatus. Overall, areas for learning are very well resourced, although, children would benefit further from an even wider range of resources to develop their physical development and understanding of the world in the sensory area.

Children experience relaxed snack and meal times. Staff encourage the children to extend their independence skills by supporting them to pour their drinks and cut up their fruit. By offering and talking about good food choices, the children learn about eating healthily. Parents provide a packed lunch when children stay for the afternoon session, and parents receive information about what to provide as healthy choices. Staff take full account of children's special dietary requirements and/ or medical needs, which are recorded during the effective registration procedures. Children learn to keep themselves safe, for example, when staff allow them to take small risks as they use equipment and apparatus in different ways. Therefore, children's welfare needs are fully met.

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

The senior management team have very high aspirations for the service they provide. All staff are very passionate about providing a first class service tailored to support children and their families. Extremely rigorous recruitment procedures result in the employment of highly qualified and skilled staff. Children benefit greatly from the specialist teachers, speech and language therapists and occupational therapists that are part of this highly qualified team.

Arrangements for safeguarding children are robust, regularly reviewed, very well managed, and understood by those who work with the children. Excellent attention is given to ensuring that children are safe and free from harm at all times. For example, staff carry out a thorough risk assessment for each child as well as the premises. Senior staff maintain and regularly review all of the required paperwork to a very high standard. The senior management team are highly aware of their role and responsibilities in meeting the learning and development requirements. Every child has an individual educational plan, which precisely identifies children's next steps for learning. Children's progress towards the early learning goals is tracked meticulously. Senior staff closely monitor and share this with everyone involved with the child's life in order to create a consistent approach to their individual learning. Parents are involved with their child's welfare and learning every step of the way.

Self-evaluation is very reflective and well-targeted to make continuous improvement. The senior management team know exactly what the strengths and areas for further development for the centre are at any given time. The views of children, parents and staff are highly valued and are instrumental in the development of the centre. The highly inspirational quality of teaching is well worthy of sharing with others to further benefit a wider geographical range of children. To this end, the senior management team run many training courses for parents and other early years practitioners. The centre staff are not complacent; they are developing an 'outreach' service to further support children and their families. This results in a service that is very responsive to the needs of all its users. There are excellent systems in place to monitor staff performance and the quality of teaching at all levels. In addition, the staff observe and feedback on one another's work practices. Daily staff meetings mean that everyone is very clear about their role and responsibilities towards individual children and the educational programme for the day.

Partnerships with parents and others are exceptional. Parents speak very highly of the staff and state they don't know how they would manage without their wonderful support. They hold the staff in very high regard and welcome their expertise and all the advice and support they receive. Exemplary links are made with other professionals, schools and early years practitioners to support children's welfare and help children to make to the best possible progress in their all-round development. The senior managers and staff create an environment where the atmosphere is very positive and supremely encouraging. The inspirational quality of children's learning and development, and exceptional quality of care reflect the fact that every child is very special at Puzzle Centre.

### **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

<b>Unique reference number</b>	EY462850
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	916558
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Puzzle Centre Trust Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01296 733900

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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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