

Jigsaw Children's Centre Pre-school

Craven Drive, Churchdown, GLOUCESTER, GL3 2AG

Inspection date	10/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- All staff teach children skilfully, using focused planning and an extensive range of learning opportunities in and out of doors to engage children fully.
- There are rich, diverse and challenging activities that are highly relevant to children's learning requirements. As a result, where children have additional needs, the provision is making all possible efforts to close the gaps in learning and well-being.
- Rigorous monitoring of children's progress enables staff to have a detailed knowledge of how to support each child's achievements, learning styles and interests.
- Very effective and continually developing partnerships between providers, parents and other agencies ensure staff meet children's identified needs exceptionally well.

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 play room and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with the manager in the play room.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and information from a parents' survey.

Inspector

Angela Cole

Full report

Information about the setting

Jigsaw Children's Centre Pre-school registered in 2013 and is managed by Barnardos. The preschool operates from the children's centre situated between Parton Manor Infant and Junior Schools in the Churchdown area of Gloucester. Children use a playroom and other areas of the children's centre if necessary. There is an outdoor area that has a covered area and soft play, grass and bark surfaces. The pre-school opens each weekday during term time from 8.45am to 11.45am. It opens on Monday, Wednesday and Friday from 12.30pm to 3.30pm. The pre-school is registered on the Early Years Register. There are 38 children between the ages of two and five years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It currently supports children with special educational needs and/or disabilities and children learning to speak English as an additional language. The pre-school employs four staff, including the manager, to work directly with the children. The manager holds early years professional status and has gained a masters degree in early years. All other staff members hold appropriate childcare qualifications to level 3 and one is working towards qualified teacher status.

What the setting needs to do to improve further

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

- update the process used to reflect on practice to maintain the ethos of improving the quality of children's learning, development and care and to maximise continuous improvement.

Inspection judgements

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

The pre-school consistently achieves high standards across every aspect of its work with very strong educational programmes in the areas of learning for all children. Assessment is precise and includes all those involved in each child's learning. Staff rigorously research children's entry levels and achievements. They closely monitor their progress at measured intervals using the Every Child a Talker (ECaT) programme and very detailed individual educational plans. Key persons have a good understanding of the requirement for the progress check for two-year-old children and are in close contact with children's parents, carers and health visitors. Staff use all of this knowledge to secure timely interventions and support, based on a comprehensive knowledge of the child and their family background. There is an extremely sharp focus on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional development. This helps all children make rapid improvement in their learning from their starting points with gaps closing noticeably through recognised small steps.

Staff have a very clear understanding of how children learn. They take meticulous note of children's play interests, immediately incorporating these into activities and planning for children's next steps in learning. For example, younger children's delight in playing with foam is extended to children painting and talking about their own and staff's faces. Older children become engrossed role and small world play based on 'holidays' so staff provide suitcases for them to 'pack' and take with them. In personal, social and emotional development, key staff offer consistent, personalised support so children may establish secure relationships with the adults and other children. Staff have high expectations for children. They offer impeccable, tailored comments to extend children's communication and language skills. Excellent use is made of clear speech and focused small group sessions to enable children to extend their communication and use of words. Staff use singing enhanced by signing to enable children with limited language to join in and feel included. Children become engrossed in books and eagerly act out a familiar story in a concert of story and songs for their families. Children receive very good support to develop their early reading and mark-making skills. They hear sounds of initial letters, recognise name cards on arrival and become familiar with symbolic pictures of aspects of the session. Staff place a particularly high emphasis on 'story making'. Children become adept at creating their stories, for example about the 'delivery of pizzas' and going shopping with a written list.

Staff have expert knowledge of each aspect of the areas of learning. They successfully offer challenges for children to develop physically, providing rich, varied and imaginative experiences for children to respond to challenges and to learn. Younger children highly enjoy activities to learn to control their movements, for example marching around to music while beating their drums. Older children play extremely energetically under the covered area and outdoors where they have, for example, a fantastic time organising a running game. Children have a wealth of experiences to enhance their understanding about the world. They explore their environment, eagerly playing in mud and investigating ice with fascination, learning how it breaks and listening to the sounds this makes. Excellent use is made of routines and spontaneously arising opportunities to extend children's mathematical skills. For example, children compare the sizes of the key groups and count to bring the required number of cups and plates to the snack table. The pre-school enables children to become independent and thrive in a supportive, interesting and exciting learning environment. Consequently, staff prepare children as much as possible for their move into full-time education.

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

All staff are highly skilled and sensitive in helping children gain physical well-being and form secure emotional attachments. Through home visits resulting in shared information and close observation, staff know children and their backgrounds extremely well. Key persons work extensively with parents to help children to settle, including those who initially find this difficult. As a result, children progress quickly so that they feel safe at the nursery, including those speaking English as an additional language. Staff consider all aspects of children's development and learning to be innovative and lateral thinking in

their support. For example, staff place tents over a variety of toys to help shy children gain confidence to play alongside others in the confined spaces. Children explore their different feelings with responsive staff. For example, young children eagerly cut and stick coloured cellophane and show their excitement and pride as they tell adults, 'I've made the board red.'

Children access a wealth of high quality resources and play materials that fully cover the seven areas of learning. Many of these incorporate natural materials and are stored at the children's level, which encourages them to make their own choices about play things. Based on children's previous interests and preferences, staff provide exciting combinations of equipment to attract and challenge children. For example, children are keen to play in the home role-play area with real kitchen equipment. They eagerly help to set up a painting activity, choosing items placed nearby to roll in paint.

Children receive abundant support to increase their levels of self-control during activities and their confidence in social situations. They are highly supported to behave in ways that are safe for themselves and others. They receive guidance about clear boundaries so they know what adults expect of them. Staff are excellent role models as they offer words children may use to ask for a toy. Staff give consistent, emphatic praise for commendable behaviour, such as children using their initiative and spontaneously clearing up equipment. Staff are highly effective at planning activities to nurture children's cooperation. For example, children receive consistent support to set up the snacks independently and suggest using a sand timer to organise turn taking in an outdoor game of 'cat and mouse'.

Staff support children's growing understanding of how to keep themselves safe and healthy very effectively. Children are developing an excellent understanding of how to manage risks and challenges relative to their ages and stages of understanding. For example, when being very active outdoors, they skilfully avoid one another and take calculated risks as they climb challenging equipment. Throughout the session, they responsibly and safely use a wide range of tools, including scissors and table knives. Children always make healthy choices about what they eat and drink and discuss foods that are best for them.

All staff provide a very strong base for children's developing independence and exploration. Children move freely around the play areas, revisiting activities as they wish and being fully motivated to use resources as they choose. They receive individual, focused invitations to tidy up their toys after use. Children have excellent opportunities to develop a sense of responsibility. They respond exceptionally well to staff's expectations that they will think of and do things for themselves throughout the lengthy, free play sessions. Children capably and competently manage their personal hygiene. They calmly and efficiently dress in outdoor clothes and prepare for daily sessions of energetic physical play. The staff take much thought and care over transfers into the pre-school and on to school. As a result, children settle smoothly into the next stage of their early years education with excellent support from their key workers and other professionals.

The effectiveness of the leadership and management of the early years

provision

The management has a strong understanding of the responsibility to make sure that the pre-school's provision meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place. All staff attend advanced training to have a clear understanding of the issues to respond promptly where there is a concern about a child. The use of rigorous recruitment and induction procedures help to check the adults' suitability to work with children. Close supervision at all times adds to children's safety. Implementation of an effective risk assessment programme results in the premises being entirely secure and safe. Management regularly updates all required documentation and policies and always makes staff aware of changes in procedures to underpin the well-being of all children.

The leadership of the pre-school is proving to be inspirational with a deep understanding of the learning and development requirements. Quality professional supervision results in a targeted programme of professional development for all staff. Overall, staff are well qualified and children benefit from their regular discussion of information about children. Self-evaluation is a key feature of the pre-school and the revised staff team. The management is working on extensive development plans, including interaction between staff, but has not had time to document well their continuous improvement since re-registration. . Nevertheless, extensive monitoring and analysis of children's levels of attainment is resulting in further improvement of the educational programmes to sustain the best possible progress.

Very effective partnerships between the pre-school, parents, external agencies and other providers enable staff to quickly identify and meet children's needs exceptionally well. The pre-school is proactive in establishing working partnerships. Links with each early years provider involved with children promote very good continuity of care and learning. The accessing of every available type of additional support for children with special educational needs and/or disabilities and their families is a high priority. For example, the pre-school works very closely with children's centre staff, including family support, and the speech and language therapy service. The children's key persons foster highly productive relationships with parents and carers. They achieve a high level of sharing of information about children's care and learning in the pre-school and at home. Staff value the views of families fully and always consult them over plans for their children. As a result, the pre-school secures extensive interventions and children receive the motivating support they need. Parents and carers are highly appreciative of the friendliness and expertise that the pre-school shares.

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

Unique reference number	EY465113
Local authority	Gloucestershire
Inspection number	928356
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	38
Name of provider	Barnardo's
Date of previous inspection	not applicable
Telephone number	01452714392

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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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