THE INSPECTION OF EDUCATIONAL PROVISION FOR CHILDREN BEFORE COMPULSORY SCHOOL AGE

NURSERY REPORT ON JIGSAW PLAYGROUP

Registered Inspector  Martin Cray
Date of inspection 21/22 March 2007 ( mornings)
Contract number T/052/06N

(c) Crown Copyright 2007. This report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts are reproduced verbatim without adaptation and the source and date thereof are stated.
REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery setting: Jigsaw Playgroup

Address:  Bryn Deva School  
          Linden Avenue  
          Connah's Quay  
          Flintshire

Post code:  CH5 4SN

Telephone: (01244) 830080

Person responsible for day-to-day management:  Jane Oliver

Position:  Leader

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Estyn, Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all inspection judgements. Grade definitions are:

Grade 1  good with outstanding features
Grade 2  good features and no important shortcomings
Grade 3  good features outweigh shortcomings
Grade 4  some good features, but shortcomings in important areas
Grade 5  many important shortcomings
1.0 CONTEXT OF THE SETTING

Context of the nursery setting:

This privately operated setting is located within Bryn Deva School, Connah’s Quay, and opened in February 2002. Much of the surrounding area from which the children are drawn is considered to be disadvantaged, with the children themselves coming from a broad range of socio-economic backgrounds.

The setting is an education provider as a member of Flintshire Early Years Development and Childcare Partnership. It is also a registered member of the Wales Pre-School Playgroup Association.

The setting is open for five morning and four afternoon sessions per week, with a total of 55 three and four year old children on the register attending various sessions. Twenty of the three year olds are in receipt of funded places. Three children have additional learning needs.

English is the language spoken in nearly all of the children’s homes and at the time of the inspection one child from a minority ethnic group was attending the setting.

Activities are mostly undertaken in one good sized room, together with easy access to an outdoor grassed and safety surfaced area.

The setting has five members of staff. The leader has a NVQ Level 4 qualification in Early Years and Management; three others are suitably qualified to either Level 2 or Level 3. A fifth member is currently undergoing training. None are able to speak Welsh.

After leaving the setting, the children transfer to Bryn Deva and other local schools.

This is the first inspection of the setting by Estyn and it was inspected by the Care Standards Inspectorate for Wales in May 2006.

The inspection was held on the mornings of the 21st and 22nd March 2007.
2.0 MAIN FINDINGS OF THE REPORT

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children’s learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the desirable outcomes for children’s learning.

2.2 Standards achieved by children in the six areas of learning

<table>
<thead>
<tr>
<th>Six areas of Learning</th>
<th>Grade for under-fives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, Literacy and Communication Skills</td>
<td>2</td>
</tr>
<tr>
<td>Personal and Social Development</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical Development</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge and Understanding of the World</td>
<td>2</td>
</tr>
<tr>
<td>Physical Development</td>
<td>3</td>
</tr>
<tr>
<td>Creative Development</td>
<td>2</td>
</tr>
</tbody>
</table>

2.3 Inspection judgement on the quality of education provided by the setting

<table>
<thead>
<tr>
<th>Quality of Education</th>
<th>Grade for under-fives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of provision for children’s spiritual, moral, social and cultural development</td>
<td>2</td>
</tr>
<tr>
<td>Quality of planning for children’s learning</td>
<td>2</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>2</td>
</tr>
<tr>
<td>Quality of assessment and recording of children’s progress, and reporting to parents and carers.</td>
<td>3</td>
</tr>
<tr>
<td>Quality of the relationships with parents, carers and the community</td>
<td>2</td>
</tr>
<tr>
<td>Quality of the leadership and management of the setting</td>
<td>2</td>
</tr>
<tr>
<td>The progress made by the setting in implementing the key issues for action identified in the last inspection report</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING

Standards achieved by 3-4 year-olds and standards achieved by 4-5 year-olds

3.1 Language, Literacy and Communication Skills

**Good features**
Overall, the children listen well to various stories and to adults’ instructions and presentations. They communicate their needs and convey their thoughts and ideas using language appropriate to their age and ability. They show good recall of nursery rhymes and are able to pronounce them correctly. They are clearly interested in books, handle them correctly and are happy to discuss the contents and their favourite characters. They enjoy marking and basic writing experiences, and display an increasing mastery when using pencils, crayons and chalk for different purposes.

**Shortcomings**
There are no significant shortcomings.

---

3.2 Personal and Social Development

**Good features**
The children are generally confident and are happy when playing and working together. They are mindful of each other and are prepared to wait their turn and to share resources. Concentration levels are good and the children are enthusiastic when investigating new ideas and solving problems, and prepared to ask for assistance if required. They are aware of the importance of personal hygiene. They have been taught to help tidy up before moving on to the next activity. Good social skills are displayed during snack times, with the children responding with a 'Thank you' or 'Diolch' when served by their peers.

**Shortcomings**
There are no significant shortcomings.

---

3.3 Mathematical Development

**Good features**
Through simple nursery rhymes children learn to count correctly up to 9 and beyond, coming to recognising numbers in their written format. They are able to sort, count, compare and match familiar objects. They come to recognise two-dimensional shapes such as a circle, square, rectangle and triangle and enjoy using blocks to explore the properties of three-dimensional shapes. They develop their understanding of capacity and mass when playing with sand and water. Terms such
as big/small; full/empty are used correctly. Children show a developing understanding of the mathematics of money during their activities in the play shop.

**Shortcomings**
There are no significant shortcomings.

### 3.4 Knowledge and Understanding of the World

**Good features**
The children are beginning to appreciate the importance of the environment and enjoy their regular walks to the garden and the grounds around the setting. They take a real interest in plants and are very forthcoming when asked to describe what they look like and smell. They have a good understanding of seasonal characteristics and of what are the features of the day’s weather. They show a natural curiosity when examining different materials from the ‘Fiddle Box’ with a magnifying glass. The children are aware of the work of people in the community such as a policeman and paramedic. They have a developing understanding of the concept of time in the context of their daily routines. Computer skills are developing well through the use of art packages and multimedia programmes.

**Shortcomings**
There are no significant shortcomings.

### 3.5 Physical Development

**Good features**
The children display increasingly good skills in handling scissors, brushes, pencils, crayons, construction kits and jigsaws. They move with good coordination around the setting and outdoors as the follow the markings set out on the yard.

**Shortcomings**
Skills associated with using a range of large toys and apparatus, and other physical activities are not being sufficiently developed.
3.6 Creative Development

**Good features**
They children make regular use of construction kits and learn a wide range of techniques and skills when using junk for modelling. They become immersed in their role-play when in the ‘kitchen’ and regularly make use of the range of dressing up clothes made available to them. They recognise the names of primary and other colours, and use them effectively in their own paintings and artwork. They learn to tunefully sing a variety of nursery rhymes in both English and Welsh. The ability to maintain a correct beat when playing instruments whilst singing is developing particularly well. The children recognise a range of instruments and play them in a disciplined manner, softly or loudly, upon command.

**Shortcomings**
There are no significant shortcomings.

4.0 THE QUALITY OF EDUCATIONAL PROVISION

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

4.1 The quality of provision for children’s spiritual, moral, social and cultural development

**Good features**
The day-to-day life of the setting promotes important values to the children such as kindness, courtesy and concern for others. They are assisted in understanding the difference between good and bad and are encouraged to say thanks and to wait their turn during their snack periods. The setting ensures that they come to respect each other’s feelings and wishes, and almost without exception they work well together. The sessions conclude by singing a short prayer.

Appropriate consideration is given to Welsh culture and traditions, and the children are introduced to simple phrases in Welsh through stories based on the character ‘Ticw’. They come to know about the beliefs and practices of other countries by learning about different celebrations.

**Shortcomings**
There are no significant shortcomings.
4.2 The quality of planning for children’s learning

**Good features**
Overall, planning for the children’s learning is effective and provides continuity and progression in the areas of learning. There is an agreed programme of activities that the children experience in each session suitably differentiated. All are provided with equal access to the range of experiences and individuals who have additional learning needs are well integrated, and are appropriately catered for through their individual education plans.

**Shortcomings**
There are no significant shortcomings.

4.3 The quality of teaching

**Good features**
The teaching is based on a sound understanding of the desirable outcomes for children’s learning. The staff are successful in promoting a happy, busy and purposeful learning environment. Daily routines are well-managed and sufficiently flexible to take advantage of new unplanned for learning opportunities. Open-ended questioning techniques are used effectively, promoting children’s interest and motivation. Effective use is made of the good supply of resources available and there is a good balance between group experiences and opportunities for children to work independently.

**Shortcomings**
Occasionally, too many children are involved in a single activity.

4.4 The quality of assessment and recording of children’s progress and reports to parents and carers

**Good features**
The staff know the children well and have a good understanding of their general development. Tick charts are used to record progress in areas such as social and emotional development and these contribute towards the record of progress kept in booklets entitled ‘This is Me’. In due course these will follow the children when they leave the setting and copies are also sent home. Parents are kept informed of the children’s progress informally when they bring in their children or when they leave at the end of the session.

**Shortcomings**
Current assessment arrangements do not put sufficient emphasis on identifying what needs to be done to move the children’s learning forward.
4.5 The quality of relationships with parents, carers and the community

**Good features**
The relationship between staff and the children’s parents and carers is good. They receive a warm welcome and comprehensive information is provided prior to registering their children for a place. There is a good flow of information through newsletters and what is displayed in the setting’s foyer. The leader and her team ensure that there are good opportunities for communicating with parents and carers as the children arrive and leave every day, and they are always ready to discuss any enquiry or issue of concern.

The setting has a particularly good relationship with Bryn Deva School to which nearly all children ultimately transfer. The school is very generous in the practical support it provides the setting in respect of loaning resources and facilities.

There are good links with specialist services that support children with additional learning needs. Good use is made of individuals in the community and specialists such as a paramedic, policeman, fireman and dentist are regularly invited to the setting to discuss their work with the children.

**Shortcomings**
There is room to extend the use of the local environment as a resource for learning.

4.6 The quality of the leadership and management of the setting

**Good features**
The setting’s leader and her team provide effective leadership that gives a clear sense of purpose and direction to the work. The setting’s policies and day-to-day practices promote high standards and equal opportunities for all. Training courses are well supported and the range and quality of the resources for learning are good.

There is very good co-operation with and valuable advice forthcoming from the Flintshire Early Entitlement Team. Good attention is paid to national and local priorities and the setting has a good awareness of the forthcoming changes in relating to the Foundation Phase. Self-evaluation, although in its infancy, is recognised as a valuable tool for future development.

**Shortcomings**
There are no significant shortcomings.
4.7 The progress made by the setting in implementing the key issues for inspection identified in the last inspection report.

This is the first inspection of the setting by Estyn.

5.0 Recommendations

The setting needs to:
Ensure that the children have more regular opportunities to develop the skills associated with using a range of large toys and apparatus, and other physical activities.

Place greater emphasis within the assessment arrangements on what needs to be done to move the children’s learning forward.

Continue with the work already commenced in respect of the self-evaluation arrangements in order to identify a programme of priorities for further development.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.