

# Jigsaw Pre - School

Inspection report for early years provision

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**Inspection date** 10/11/2011  
**Inspector** Sara Garrity

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**Type of setting** Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Jigsaw Pre-School registered in 1999 and was previously known as Marlow Playgroup. It is a registered charity managed by a committee made up of members from the local school, parents and members of the church. The pre-school operates from Holy Trinity Church in Claygate, Surrey. They have sole use of a secure outdoor play area and garden. The pre-school is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. A total of 34 children under eight years may attend at any one time. The pre-school serves the local area and surrounding villages. There are currently 43 children on roll, aged from three to five years. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

The pre-school is open Monday to Friday from 9.15am to 1.30pm and offers a daily lunch club. It operates for 37 weeks of the year during school term times. The pre-school employs eight staff. Of these, three hold a relevant National Vocational Qualification at level 3, with three staff working towards a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming and caring environment where children make good progress in most areas of learning. Welfare is promoted sufficiently in the pre-school although risk assessments lack the necessary detail. Staff provide a good range of resources, which engage the children in different activities. However, there are weaknesses in how staff support children's growing independence and planning does not always fully take into account children's interests. Parents are informed about their children's progress and have confidence in the way staff support their development. The staff demonstrate a secure capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it identifies aspects of the environment that need to be checked on a regular basis and includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).

24/11/2011

To further improve the early years provision the registered person should:

- extend the use of observations and assessments to plan an environment, which reflects more effectively the children's individual needs and interests
- provide more opportunities to support children's growing independence in meeting their own needs for example, consistently serving their own drinks or accessing their coats without relying on adult help
- check all fire doors are free from obstructions.

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

The staff have an acceptable knowledge of child protection issues and procedures to follow should they have a concern. They are aware of how to keep children safe. However, the record of risk assessment does not contain all required details, which is a breach of a specific legal requirement. In practice, staff carry out some safety checks although these do not always include ensuring all fire exits are kept clear while the pre-school is in operation. The overall impact on children's safety is minimal. Staff understand and generally implement the pre-school's policies and procedures. Some staff hold a paediatric first aid qualification. All staff have background checks and an appropriate recruitment procedure is in place. Staff complete most other records, such as accidents and incidents, appropriately.

The management committee shows a commitment to improving practice and are meeting all recommendations from the last inspection. For example, measures are now in place to check that children are safe from adults making unauthorised access to the hall. The manager makes sufficient use of self-evaluation and action plans to reflect on current practice. She is aware of how to work with staff to further support individual children. Overall, the staff demonstrate a suitable capacity to maintain improvement. The management committee support staff through enabling them to access further training and update qualifications. They seek to further improve outcomes for children by allocating additional time for staff to update children's records.

Staff promote equality and diversity adequately by providing an inclusive, engaging environment where the children can explore. There is a good range of activities and staff provide natural resources for children to explore. Staff are well deployed and extend the children's learning using a reasonable range of teaching techniques. The staff are working hard to build up good relationships with parents. They welcome outside agencies to further support children and their families. There are sound links with the church in which the pre-school operates, as well as local primary schools. Parents receive encouragement to join the management committee to be part of the pre-school. They also meet regularly with their child's key person to discuss how they are progressing. The staff run short home learning courses, in partnership with the local authority, to assist parents in supporting children's learning at home.

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

Overall, the children are making encouraging progress in their learning. The children interact well with adults and friends. They talk confidently about activities they like to do and their favourite resources. The children appear excited to take part in the activities on offer and look out for friends to join in play. They help to make choices about which toys to have out in some areas. The children discuss what they want to do and remind each other about the rules to follow when on the climbing frame. The shows they are developing a sense of how to stay safe. Their behaviour is generally good with only an occasional reminder from adults. The staff engage the children in large group activities when they read stories, talk about being friends and how to keep safe. Staff have recently adopted a new assessment process to track children's development. They are using the Early Years Foundation Stage development profiles to identify children's starting points and assess their progress. Overall, children are achieving well and enjoying their learning. However, planning of activities does not always take into account their individual interests and needs.

All children are beginning to show an understanding about how to be healthy. They wash their hands before snack time and after using tissues. The children choose a healthy snack, which they collect from the snack table before sitting down to eat. Drinks are available throughout the day from water bottles, though staff pour out drinks at snack time. The children talk about the foods they like and how fruit makes them strong. The children appear to enjoy opportunities to engage in physical exercise in the outside play areas. Children move freely between the inside and outside environments. However, they have to ask an adult to take them through to the reception area to get their coats, limiting independence. Once outside they use a good variety of resources such as balancing beams or coloured hoops for target practice. The digging area of the garden offers the children a successful opportunity to grow fruit and vegetables whilst learning about the natural world.

Children display a strong sense of belonging in the pre-school and they know where things are kept. They are confident in approaching staff to ask for help with writing letters on the wipe board or to use the water pump to wash their hands. They appear happy and are involved in looking after their environment, helping staff to tidy away equipment. Staff encourage the children to share toys such as the animal carriers in the vets. Children take turns using the computer to practise using the mouse and they ask questions to find out why and how things work. They are inquisitive, for example when exploring different objects in the water tray. The children are developing well and they work independently as well as alongside others. They are successfully acquiring the skills needed for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met