

Jigsaw Pre-School

Coney Hill Baptist Church, Coney Hill Road, West Wickham, Kent, BR4 9BU

Inspection date

06/06/2013

Previous inspection date

21/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff encourage children to settle well and to develop positive relationships with adults and other children.
- The staff team work effectively to enable children to play freely between the inside and outside environments. As a result, children are able to make their own choices about how they play.
- The children are making good progress in their learning and development through the wide range of activities on offer.
- Parents are happy with the care and education that their children receive at the pre-school.

It is not yet outstanding because

- Staff at times miss opportunities to help children develop greater levels of confidence.

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 spoke to parents to seek their views about the pre-school.
- The inspector held a meeting with the manager.
- The inspector observed a range of activities.
- The inspector reviewed key documents.
- The inspector interacted with both adults and children.

Inspector

Caren Boiling

Full Report

Information about the setting

Jigsaw Pre-School registered in 1993. It operates from Coney Hall Baptist Church premises in West Wickham, Kent. It is managed by the church committee. The pre-school has a Christian ethos and is available to anybody within the community. It operates from two halls and a side room. The premises is accessible to wheelchair users and there is a secure outdoor area available for children. The pre-school is open each weekday morning from 9.15am to 12.15pm. It is also open from 12.15pm to 3.15pm on Thursday and Friday afternoons. A lunch club is available on Tuesdays, Thursdays and Fridays. The pre-school is registered on the Early Years Register. There are currently 41 children on roll who are all within the Early Years Foundation Stage. The pre-school receives funding for the provision of free early education for three and four year olds. It supports children with special educational needs and/or disabilities. The pre-school employs eight staff, all of whom hold suitable qualifications.

What the setting needs to do to improve further

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

- enhance consistency within the staff team in making the best use of opportunities to help children develop high levels of self-confidence.

Inspection judgements

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

The pre-school provides a range of stimulating activities for the children that attend. Activities are arranged both inside the main hall as well as outside in the garden area. There is a good balance of adult directed as well as child chosen activities on offer and children can ask to add additional resources to their play if they wish. As a result, children can choose freely and pursue their own interests.

Staff are effective in where they base themselves during a session. Consequently, children enjoy free choice between the main hall and the outside garden. Outdoors, children can follow their own interests as well as learn. As they play in the sand, they talk about what the sand feels like, which promotes their language skills well. Other children develop their physical skills effectively by throwing a ball into a net with success.

All of the seven areas of learning and development are delivered well within the pre-school. In particular, children experience a strong focus on developing maths skills through a variety of activities. They count the dots on a painted ladybird and the dots on a

die during a game, comparing quantities such as more or less. The children also enjoy finding out about the world around them through singing songs about animals in the jungle. They watching live caterpillars grow and talk about how hairy they are or what they will change into. These stimulating experiences are successful in encouraging children to engage in discussions, therefore developing their communication and language development well.

Staff identify individual next steps for each child and display this information on the daily board so that it is easily accessible to all staff working with children. Staff plan for these steps well through the daily activities on offer. The observation, planning and assessment cycle is well established and effective records are held for each child, which are shared with parents each term. Staff use this information to provide the required two-year-old progress checks and share their findings with parents.

The pre-school has a good track record of supporting children with special educational needs and/or disabilities. There are Individual Educational Plans in place for these children and targets are set and reviewed on a regular basis. This process supports children well in making further progress.

Staff encourage parents to be involved in the pre-school and invite them to attend regular parents evenings to review their child's progress. Parents receive daily feedback at the end of the session, which promotes good levels of continuity between the home and the pre-school. Parents are very happy with the level of care and education that their children receive. They are happy to recommend the pre-school to other families.

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

The pre-school has an effective key person system in place and parents are fully aware of who their child's key worker is. The staff team are strong together and they have been in post for a number of years, which supports effective and consistent relationships with families. Parents describe the staff team as friendly and welcoming, and many families have seen more than one child through the pre-school.

The staff team consistently manage children's behaviour well. It is evident that children are fully aware of what is expected of them within the pre-school. There are many ways in which staff support the children's own independence. Children openly ask for additional resources to add to their play, showing that they feel confident to follow their interests. A milk bar is available most of the morning where children can choose and self-serve their drink and snack. Staff promote personal hygiene well as they remind children to wash their hands before visiting the milk bar and wash up their own plate and cup afterwards. The milk bar and the staff that supervise it generally meet the needs of the children well. However, at times staff miss opportunities to enhance children's confidence by engaging them in conversation and developing their independence skills through open-ended questions.

There is a good range of resources available to the children during the session. A quiet

room is available for focus activities to support the children's learning and development away from the main group. The pre-school uses focus activities to prepare children ready for moving onto school. Children enjoy playing games to help them learn numbers, colours and shapes, as well as developing the skills to write their name. At the end of term, staff summarise children's development on a transfer document, which they pass onto children's new schools. This promotes good levels of continuity between settings.

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

The manager of the pre-school has a good understanding of the learning and development requirements within the Early Years Foundation Stage and is committed to providing good experiences for children.

The manager leads the team effectively and they meet regularly to review what they are providing for the children. This process enables the manager to monitor the quality of the educational programmes and assessment procedures effectively. The children's records are in-depth and of good quality. Staff use observations well to assess children's progress towards the early learning goals. The staff team set individual next steps for the children to support on-going development successfully.

There is a good understanding among the staff team about the need for safeguarding. There is an extensive policy in place and staff are aware of what to do if they are concerned. Staff also attend regular safeguarding training to keep their knowledge up to date. The pre-school provides a safe and secure environment. Effective recruitment procedures are in place to check the suitability of staff working with children.

There is a self-evaluation process in place that effectively identifies key points about the pre-school. There is also a development plan in place that shows where developments have been made in the past. The staff team are managed well, with annual appraisals in place as well as training plans for the staff. Training is fully utilised within the pre-school. Any staff member that attends training shares what they have learnt with all of the team within the pre-school. This ensures that all staff benefit from training events.

Parents speak very highly of the pre-school and become involved in fundraising as well as an annual picnic to the local woods. This demonstrates good partnerships, which have a positive impact on 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

Unique reference number	137308
Local authority	Bromley
Inspection number	843008
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	41
Name of provider	Coney Hill Baptist Church Committee
Date of previous inspection	21/11/2008
Telephone number	020 8462 7311

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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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