

Jigsaws Pre School

St. Chads Stowe Primary School, St. Michael Road, Lichfield, Staffordshire, WS13 6SN



Inspection date

19 March 2015

Previous inspection date

6 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff, parents and children are included in the self-evaluation procedures through discussions, meetings and questionnaires. As a result, this effectively identifies targets and drives forward improvements to make sure that outcomes for children continue to be good.
- There is a strong key-person system in place that effectively supports children's emotional attachments. As a result, children behave well, develop empathy for others and have a strong sense of belonging to the setting.
- Staff effectively support children's move to their next setting and to school. This is because partnerships with parents, other providers and professionals are strong.
- The staff have high levels of knowledge about possible signs of abuse. This, and robust recruitment and risk assessment procedures, ensures that children are kept safe.
- The manager and staff are all well qualified. This has a positive impact on all children's learning and development. This, and training, including in-house training, ensures that children are progressing well towards the early learning goals.

It is not yet outstanding because:

- Staff do not always promote children's growing interest in their local community.
- Staff do not always maximise children's already good listening and concentration skills during group time.

What the setting needs to do to improve further

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

- increase opportunities for children to listen and concentrate during letters and sounds time, for example, by organising where they sit so that all children can see and hear clearly, to maximise their communication and language skills even further
- provide more opportunities for children to explore their local community, for example, by visiting local places of worship and the local shops, so that they develop their already good understanding of the world around them.

Inspection activities

- The inspector looked at a range of documents, including evidence of staff suitability and qualifications and the provider's self-evaluation and improvement plans.
- The inspector observed a variety of activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector looked at a range of documentation and records, including the policies and procedures of the setting and children's learning and developmental records and files.

Inspector

Mary Henderson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is strong and effectively supports children's learning. For example, staff provide a broad range of opportunities for children to explore the natural world. Children investigate as they play in the garden. Here, they mix water with soil to make mud pies and add lavender, rosemary and mint to create their own concoctions. Staff also encourage children to seek out and identify various insects in their homemade bug hotel and in the grass and soil around them. This provides children with a range of opportunities to extend development across a range of areas of learning. Children receive visitors, such as fire and police officers and the lollipop lady. This helps children to be aware of their own personal safety. There are, however, fewer opportunities for children to visit local places in the community, such as churches, other buildings and local shops. Consequently, opportunities to further enhance children's already good awareness of the local community and the world around them, is not always fully maximised. Children listen and concentrate well. However, during letters and sounds time, the organisation of the setting for children so that they can concentrate, hear and see clearly, does not always support children's communication and language skills to a high level.

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

Children learn about a healthy lifestyle as they explore the outdoor areas each day. Here, they scramble over tyres and crates, ride their tricycles and use climb and balance equipment. Children also show they are developing strong friendships with others as they chase one another around laughing and giggling. Furthermore, children learn about a healthy diet because they are provided with lots of fruits at snack time and they plant, grow and harvest their own vegetables. Children's independence is supported well by the staff as children identify their own names at the table, pour their own drinks and clear away their dishes. This helps to develop children's readiness for school and also supports their good behaviour.

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

Management and staff have a good understanding of how to promote the learning and development, safeguarding and welfare requirements of the Early Years Foundation Stage. Through peer observations of staff practice and effective monitoring of the educational programmes, management ensure that children's needs are met. This includes seeking professional support to ensure intervention should any gaps in children's learning arise. The management makes sure that there is effective coaching and support in place for all staff. This ensures that any training needs are met so that children continue to benefit from attending the setting.

Setting details

Unique reference number	EY306874
Local authority	Staffordshire
Inspection number	861909
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	St Michaels Pre School Committee
Date of previous inspection	6 July 2011
Telephone number	01543 512000

Jigsaws Pre School was registered in 2005. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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