

Jigsaw Pre - School

Holy Trinity Church, Church Road, Claygate, Esher, Surrey, KT10 0JP



Inspection date

4 February 2015

Previous inspection date

10 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children thoroughly enjoy their time at the pre-school. They make friends easily and have very positive relationships with the staff. As a result, children are confident and are very well prepared for starting school.
- The quality of teaching is good. Staff make full use of the majority of activities to support and extend children's learning, both inside and outside.
- The skills and expertise of the staff mean that children benefit from high quality learning activities which are mainly based around their individual needs and interests. This means children make good progress in their learning.
- The leadership team plays a fundamental part in ensuring priority improvement areas are always addressed. Detailed action plans mean that staff continually reflect on their practice and change aspects of the daily routine to make things even better.
- The key person system works especially well to support children's well-being, especially for the two-year olds.

It is not yet outstanding because:

- Some group activities are not used well enough to support all children's learning, especially those who are quieter, less confident, or those who require more challenging activities.
- The timing of some large group activities means sometimes children's learning and creativity is interrupted.
- Not all information recorded about children's learning is used sufficiently well to ensure specific groups of children make good or better progress.

What the setting needs to do to improve further

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

- review the organisation of group activities to a) increase the opportunities for children to experience uninterrupted periods of learning, and b) ensure that all children's learning needs and interests are consistently met, especially those children who are quieter, or more able.
- improve the use of information about children's learning to be able to more clearly show the progress different groups of children make from their initial starting points.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children's learning, both inside and outside.
- The inspector sampled a range of records and documentation, including children's learning journals and the records used to track children's progress.
- The inspector met with the chair person of the management committee.
- The inspector spoke with a number of parents present on the day of inspection.

Inspector

Jo Caswell HMI

Inspection findings

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

Children make good progress in their learning as staff utilise their expertise well to plan stimulating learning opportunities. For example, they support boys' imaginative play and early writing skills particularly well through creative play focused on pirates, super-heroes and the police. Consequently, boys are thoroughly engaged in their play and this has a very positive impact on their learning. The quality of teaching across most activities is good and staff interact very effectively to encourage children to think things through and develop their knowledge. This means children become very engaged in their learning and concentrate for long periods of time. However, some aspects of the daily routine sometimes hinder this as children are called together for a group activity. Although the quality of teaching is generally good during these times, the interruption in learning does inhibit the progress children make. The organisation of some large group activities means some children benefit more from these sessions than others. Quieter, less confident and the more able children are sometimes less involved and this restricts the amount of progress these children make during these activities.

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

Good attention is paid towards keeping children safe and relevant precautions are taken to keep the premises secure. Children have many opportunities to be physically active outside. This enhances children's physical well-being and encourages them to be active in their learning. Many opportunities within the daily routine encourage children to develop independence and become confident in making friends and building relationships with adults. As a result, children approach staff confidently for support and reassurance and this has a very positive impact on their emotional well-being.

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

Since the last inspection, a new manager with qualified teacher status has been appointed. Within a short space of time, significant improvements are already being seen. This view is acknowledged by parents too. The manager has carried out an extensive review of the pre-school and has prioritised the relevant areas for development. Although detailed information is known about the progress individual children make, systems to monitor the progress of different groups of children, such as the more able children, are still in the early stages. The manager's expertise in teaching is evident in the way in which the pre-school runs. Comprehensive systems are in place to review the quality of provision. Staff development is now a key priority and all staff have benefited from external training and regular supervision meetings. As a consequence, many aspects of the daily routine have been improved. For example, staff have reviewed the organisation of the creative area to make it more inspiring for children. The management committee plays a fundamental part in ensuring the pre-school offers high quality provision. Parents now confirm they receive more information about their children's progress and the pre-school programme. Parents described the staff team as 'fantastic'.

Setting details

Unique reference number	122446
Local authority	Surrey
Inspection number	1002240
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	54
Name of provider	Jigsaw Advisory Group Committee
Date of previous inspection	10 November 2011
Telephone number	01372 463603

Jigsaw Pre-School has been registered since 1999. It operates from the Holy Trinity Church in Claygate, Surrey and is open from Monday to Friday, term time only. Sessions run from 9:00am to 12:15pm each day. An optional lunch club is available every day from 12:15pm to 1:30pm. On Monday, Wednesday and Thursday an extended day option is available. Children aged two years may also attend sessions on these days from 12:30pm to 3:00pm. The pre-school is owned by Holy Trinity Church and is managed by the Jigsaw Management Group. This is a voluntary committee appointed by the church council. There are currently 54 children aged from two to four years on roll. The pre-school receives funding for children aged three and four years. In total, 11 staff work with the children. The manager is a qualified early years teacher.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

