

Jigsaw Pre-School Nursery

Bury Park Community Centre, 161 Dunstable Road, Luton, Bedfordshire, LU1 1BW



Inspection date

9 June 2015

Previous inspection date

16 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- After reviewing the quality of mathematical teaching in the pre-school, the management team are introducing new ideas gained from their recent training. As a result, mathematical activities are rich and imaginative.
- Good quality teaching prepares children well for the move on to school. Staff are able to tailor activities to meet children's individual needs, this effectively supports all children, including those who have special educational needs and/or disabilities.
- Staff teach children to develop their self-help and independence skills by giving them responsibilities and tasks. These provide them with a good challenge and helps children to meet their own needs.
- Partnerships with parents are welcoming and inclusive. Parents join in with outings and special days where they learn about their children's education, and how they can support children's learning at home.
- The management team at the pre-school have extensive awareness of safeguarding and child protection issues. They are proactive in challenging behaviours that could have a negative impact upon children's welfare.

It is not yet outstanding because:

- On occasion, there is not a wide range of activities available outdoors. The time allocated for children to play in the garden is sometimes limited. Therefore, children do not always experience the best possible levels of challenge if they prefer to learn outdoors.
- Staff do not always consistently build upon what children already know when they support their learning.

What the setting needs to do to improve further

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

- extend children's learning and development even further by encouraging them to participate in more frequent and challenging activities outdoors
- increase children's knowledge further by extending what they know by, for example, asking more questions and talking about their understanding and ideas.

Inspection activities

- The inspector held a meeting with the manager and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to parents, children and staff throughout the inspection.
- The inspector observed children's activities in the outdoor area and indoors.
- The inspector looked at a range of documentation including; policies and procedures, children's records, evidence of the suitability of staff and plans for improvement.

Inspector

Hayley Marshall-Gowen

Inspection findings

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

Staff provide good quality teaching for children. Activities are plentiful and based around all seven areas of the learning. Every activity has a heavy focus upon developing children's understanding and use of the English language. Consequently, children quickly become fluent talkers. Staff use sign language as a means to help children to express themselves before they start talking. Children enjoy talking to staff about their achievements. However, at times, staff do not always successfully engage children in discussions about what they already know or ask them questions. Therefore, at times learning is not fully extended upon. Staff regularly take children out of the pre-school to encourage them to learn from rich experiences, such as travelling on a bus and going to the seaside. This ignites children's interest, and they recall these activities long afterwards. Outdoor learning at the pre-school is less exciting for children, as the resources are not as varied and creative as those indoors. Furthermore, at times, staff limit the time children spend outdoors, meaning that those who prefer being outside are not as well catered for.

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

Staff know children and their families well. They form very close relationships with parents, this establishes a trusting bond with children. Staff place high importance upon children's feelings, sense of security and happiness in the pre-school. If children do not settle after reassurance and comfort from staff, they support parent's decision to take them home is supported by staff. This helps children to feel reassured that if they are upset, their views and feelings will be respected. Staff promote children's understanding about being healthy by providing them with a range of foods to taste, and making sure they rest if they need to. Staff work closely with parents to help children to move on in their physical development, and enjoy assessing risks for themselves as part of their everyday play. As a result, children become confident in their own abilities. Staff prepare children and their families for the move on to school. They work closely in partnership with other professionals to help children to feel confident and excited about this important change in their lives.

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

The management team know the requirements of the Early Years Foundation Stage well, and review the quality of teaching and children's progress. This enables them to assess where improvements can be made. As a result, the quality of the pre-school has improved significantly since the previous inspection. There are robust plans in place to support children experiencing changes to their key person. More thorough information about children is exchanged amongst the staff team ensuring everyone knows the children well. Staff receive lots of support from the experienced management team. There is a comprehensive plan to help staff to develop professionally. This includes an extensive induction and targeted training to enhance their knowledge and skills. This helps to motivate staff to perform well in their role and provide good quality care for children.

Setting details

Unique reference number	105270
Local authority	Luton
Inspection number	995787
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	38
Name of provider	Amtiaz Munir
Date of previous inspection	16 October 2014
Telephone number	01582 488369

Jigsaw Pre-school Nursery was registered in 2000. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager is qualified at degree level. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon and 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children with special educational needs and/or disabilities, and children that speak English as an additional language.

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