

Jigsaw Pre-School

Sproughton School Grounds, Church Lane, Sproughton, Ipswich, Suffolk, IP8 3BB



Inspection date

18 June 2015

Previous inspection date

28 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Ofsted have not been provided with all the relevant information about changes to committee members.
- Staff do not always gather ongoing information from parents and carers about their children's learning at home.

It has the following strengths

- There is consistently good quality teaching and some elements of outstanding throughout the session. The well-qualified staff provide skilful interaction with children during free play. This means that they effectively support children's next steps in learning through their interests.
- Children's emotional well-being is nurtured highly effectively as staff are skilled in supporting their move to school. The wide-ranging activities and experiences within the pre-school enable children to develop the essential skills needed as they become self-confident, independent young people.
- Staff have a secure knowledge of how to protect children from abuse and neglect. Safeguarding is given a high priority within the pre-school.
- Staff work well with other professionals who are involved with children's progress. They exchange information so that children's care is consistent and their development is promoted. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their learning and development.
- The pre-school has excellent links with the host school and arranges visits so that children are comfortable as they move on. Staff make good use of these links to ensure they are equipping children with the necessary skills that schools expect.

What the setting needs to do to improve further

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

- explore ways in which parents can share children's experiences at home, to further enhance the planning for each individual child.

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

Inspection activities

- The inspector had a tour of the setting and held discussions with the chairperson and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Staff make good use of the detailed and precise monitoring of children's progress to plan activities that support children's next steps in learning. Children make excellent progress in their letter and sound recognition. Staff lead a small-group activity and encourage children to engage in singing letter songs, identifying letters and using actions to practise their letters. Consequently, they gain the skills necessary for the next stage in their learning. Children demonstrate their technology skills and use an interactive computer to play a game. Staff develop messy areas that enable children to fully explore the texture and feel of materials. For example, in the mud kitchen children discover the fun that can be had mixing soil and water, using their hands and utensils to get fully involved with the activity. Staff ask questions that enable children to think and use their problem-solving skills. For instance, children do not understand why water is cascading backwards down a pipe. Staff ask, 'What do you think we can do to make the water go down the other way?'

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

The learning environment is imaginative and engaging, both inside and outside. This enables staff to provide a wide range of activities that interest the children. Children choose whether they play inside or outside. They scoot around the outdoor space on the wheeled toys, negotiating the area safely and avoiding obstacles. This develops their physical skills. Children behave well; for example, they learn to share and take turns using a sand timer, and as a result, they play safely in a calm and happy environment. Staff support independence skills as they encourage children to pour their own drinks at snack time and change their shoes for outdoor play.

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

The supportive, passionate and dedicated manager and staff team work very well together to meet the needs of children. The manager checks that staff practice is always good and she recognises that it is sometimes outstanding. Careful consideration is given to selecting the training courses that will most benefit the children that staff are caring for. However, Ofsted have not been informed of the changes to the committee within the prescribed time period. Although this is a breach in requirements, there is minimal impact on children in the pre-school because these committee members do not work directly with them. The manager tracks and monitors individual children's progress and subsequently collates this information to gain an insight into the progress groups of children are making. Staff share lots of useful information with parents and carers about their child's learning. Parents speak positively about the pre-school and the staff. However, staff do not consistently gather parents' feedback on their child's learning and development at home, to support children to make even better progress.

Setting details

Unique reference number	251535
Local authority	Suffolk
Inspection number	864452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Jigsaw Pre-School (Sproughton) Committee
Date of previous inspection	28 May 2010
Telephone number	01473 745716

Jigsaw Pre-School registered in 1987. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four hold level 3, one holds level 2 and the manager holds Early Years Professional status. The pre-school opens Monday to Friday during term time only. Sessions are from 8am to 3.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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