

Jigsaw's Kids Club

Whitgreave Primary School, The Avenue, Featherstone, WOLVERHAMPTON, WV10 7AS



Inspection date

Previous inspection date

14 October 2015

21 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always promote children's next steps in learning well enough. Therefore, children are not supported to make consistently good progress.
- Leaders do not make robust enough checks on the quality of teaching to make sure that it is consistently good.

It has the following strengths

- Staff develop very positive relationships with parents. They provide lots of help, information and guidance for parents to promote children's safety and learning at home.
- Staff successfully help children to settle quickly when they first attend. Children develop secure relationships with staff and form friendships with other children.
- Staff promote children's good health well. All children enjoy a varied range of nutritious snacks. They talk about the importance of a good diet and take part in growing healthy foods, such as tomatoes, to eat. Parents are given good quality guidance to help them to provide healthy lunch boxes and meals at home.
- Younger and older children enjoy attending the setting. They play happily with the good quality and varied range of resources that are available indoors and outdoors.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- make sure children's next steps in learning are identified quickly; use this information effectively and provide appropriately challenging activities that consistently promote their good progress. 21/12/2015

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

- make robust checks on the quality of teaching and make sure that children are always supported to make the best progress they can.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Leaders and staff understand and implement statutory requirements well. Staff make regular safety checks and keep all areas free from hazards. As a result, children are safe as they play. Staff receive ongoing training. They have a good knowledge and understanding of child protection issues and procedures. Thorough recruitment and vetting procedures are in place to check that all adults are suitable to work with children. Since the last inspection, assessment of children's achievements has greatly improved. Staff have undertaken training, and successfully use new systems to gather information from parents and to complete regular and accurate assessments of children's progress. Parents are well informed about their children's progress and of how they can promote learning at home. Leaders are using assessment information to look at children's progress over time. However, they have not made sure that the quality of teaching is always good and that each child is helped to make as much progress as they can. There is some partnership working with school teachers. Staff use this to promote some continuity in children's learning.

Quality of teaching, learning and assessment requires improvement

Teaching is not yet consistently good. In some instances, children's next steps in learning are not identified swiftly or accurately enough. Planned activities are not always challenging enough to promote learning. Staff are not always familiar with all children's next steps. They do not know what aspects of learning to build on when they interact with children. Staff are always interested in what children are doing and saying. They join in with their play and encourage them to talk about what they are doing and seeing. Staff plan activities so that children can share what they have been learning at home. Children learn to sit and to listen during daily group activities. Staff help children to learn a wide range of songs and to move in a controlled way, such as jumping and stretching.

Personal development, behaviour and welfare require improvement

Children make independent choices and enjoy playing in the stimulating indoor and outdoor play areas. However, staff do not always fully motivate children to make as much progress in their learning as they can. The positive relationships staff develop with parents help them to get to know children's family backgrounds and experiences. Children take part in activities that help them to learn to value and respect similarities and differences in themselves and others. Children learn to share, take turns and follow rules. For example, they know they must line up to go outdoors. They are learning about eating healthy and staying safe.

Outcomes for children require improvement

Children are not yet making consistently good progress from their starting points. However, they are gaining some skills in preparation for the move on to school. Funded two-year-old children benefit from playing with and copying older children's play. Pre-school children enjoy learning about the sounds that letters make and practising their early writing skills.

Setting details

Unique reference number	EY413387
Local authority	Staffordshire
Inspection number	1029623
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 10
Total number of places	26
Number of children on roll	13
Name of provider	Jigsaw's Kids Club Limited
Date of previous inspection	21 May 2014
Telephone number	07984123009

Jigsaw's Kids Club was registered in 2010. It is owned by a private limited company and operates from four rooms in Whitgreave Primary School based in Featherstone, Wolverhampton. The setting employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 11.45am to 3pm, term time only. It provides funded early education for two-, three- and four-year-old children. The out of school sessions run from Monday to Friday from 7.45am to 8.45am and from 3pm to 5.45pm. The holiday play scheme opens from 7.45am to 5.45pm during school holidays.

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