

Jigsaw Pre-School

Gordon Hall, Bardfield, Basildon, Essex, SS16 4JN



Inspection date

9 June 2016

Previous inspection date

13 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children share strong emotional bonds with the staff. This helps them feel safe and secure, and a strong sense of belonging to the group.
- Children's independence is well promoted. They approach activities with confidence and manage their self-care successfully.
- Teaching is effective. Children are well motivated and eager to participate. They make good progress towards the early learning goals. Children benefit from the expertise of a specifically trained member of staff, who supports their physical development well through movement and dance.
- The pre-school has good links with other settings that the children attend. The pre-school works closely with local schools. This helps to ensure that the move on to school is a pleasant experience for children and their parents.
- Partnerships with parents and other professionals are strong. Parents are well supported to promote their children's learning at home. They share information about their children's achievements and contribute to their children's records. Parents value the quality of care and learning provided.
- Accurate self-evaluation incorporating the views of parents, children and staff contribute to the successful continuous improvement of the pre-school.

It is not yet outstanding because:

- Staff do not always seize the everyday opportunities that arise in play and activities to encourage older children to link letters and sounds as part of their emerging literacy development.

What the setting needs to do to improve further

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

- build on the early literacy development for older children, supporting them in using and applying their skills to linking letters and sounds in their day-to-day activities.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and providers. She looked at relevant documentation, such as the pre-school's self-evaluation form and evidence of the suitability of the staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The manager and her staff team are committed to improving outcomes for the children. The arrangements for safeguarding are effective. Staff are vigilant and know how to report any concerns they may have about a child's welfare. Staff are safely recruited to ensure that they are suitable to work with children. Systems for monitoring staff performance and supervision are good. Staff take every opportunity to improve their knowledge and skills by attending training relevant to the needs of the children. The manager is currently supporting a member of staff who is working towards a level 3 childcare qualification. The manager has a good overview of how different groups of children are progressing. Any gaps in learning are quickly identified and addressed with targeted interventions. Children attend regularly and benefit from the varied learning opportunities provided by the programmes of learning.

Quality of teaching, learning and assessment is good

Staff use information from their observations to plan interesting learning opportunities that motivate and engage all the children. Robust assessment systems enable staff to accurately track children's progress and identify the next steps in their learning. Children's language and communication skills are well promoted. Group discussion times provide good opportunities for children to share their personal experiences with the group and bring in objects from home to show. They participate in an interactive story session which they thoroughly enjoy. The Book of the week initiative ignites children's interest in books and motivates them to read for pleasure. Children take books home to share with their families. There are good opportunities for children to make marks, both inside and outdoors. Staff take every opportunity to reinforce children's mathematical skills.

Personal development, behaviour and welfare are good

Children thrive well in this stimulating and inclusive learning environment. The pre-school is well resourced with high-quality resources which reflect diversity and are accessible to the children. Children are able to choose toys and activities for the next day. Children are well behaved. Staff have high expectations and support children to manage their own behaviour. Staff value children's work which is displayed around the room. The outdoor space provides good opportunities for children to engage in daily physical activities. Children enjoy healthy snacks and learn about healthy eating. They learn how to keep themselves safe and are taught how to handle equipment safely. Children plant flowers, vegetables and herbs in the garden and explore sea-life creatures. They talk about holidays and places they have visited. This contributes well to their growing understanding of the world. There are good opportunities for children to learn about people and communities. They celebrate various festivals through music and art. They raise money for charity and participate in recycling activities within the pre-school.

Outcomes for children are good

Children achieve well. They are developing good social skills and are sensitive to the needs of others. Children demonstrate positive attitudes to learning and approach all activities with enthusiasm. They are emotionally well prepared for the challenges of school life.

Setting details

Unique reference number	EY341029
Local authority	Essex
Inspection number	1028438
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	36
Name of registered person	Lorraine Porter and Vanessa Matthews Partnership
Registered person unique reference number	RP908140
Date of previous inspection	13 June 2013
Telephone number	01268 552 037

Jigsaw Pre-School was registered in 2006 and operates under a partnership. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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