

Jigsaw Sproughton Pre-School



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

Inspection date	10 June 2016
Previous inspection date	18 June 2015

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

- Leaders and managers have addressed weaknesses identified at the last inspection. They now swiftly complete all checks on staff and committee members to establish that they are suitable for their roles.
- A vibrant and stimulating environment is provided. Well-qualified staff help children to make good progress in their learning. They offer children a wide variety of carefully planned activities and imaginative free-play opportunities.
- Children become good communicators who freely share their experiences. Staff engage with children purposefully, encouraging their speech and language development.
- Children develop a strong understanding of other people and the world around them. They go out on a variety of interesting outings. People from the local community, such as police officers visit the pre-school. This helps children to learn about different ways of life.
- Partnerships with parents and other professionals promote the well-being and development of all children. Staff make, implement and regularly review effective plans, to support children and their families where they are needed.

It is not yet outstanding because:

- Assessment is not yet sharply focused enough to gain a thorough understanding of the progress of all groups of children.
- Children do not have enough opportunities to spontaneously practise their skills in climbing and balancing.

What the setting needs to do to improve further

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

- sharpen the process of monitoring children's progress to be able to target teaching more specifically where necessary
- provide even more opportunities for children to develop their skills in climbing and balancing.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, including the pre-school's self-evaluation, records of children's learning and development, a selection of policies and procedures, and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders, managers and staff have a clear understanding of their responsibility to keep children safe. They know the indicators of abuse and what procedures to follow if they have concerns. Staff engage parents in effective two-way communication about their child's care and learning. They communicate verbally, in writing and using an electronic system, to help parents support their child's learning at home. Leaders and managers regularly seek the views of all those who use the pre-school to help them to identify clear plans to make continuous improvements. Regular parents' evenings give them opportunities to discuss children's learning more formally and share their views. Children feel able to contribute their own ideas and make requests, such as suggesting that they would like to eat lunch outside. Managers monitor staff practice and provide suitable training. They also hold regular staff meetings to ensure that staff provide a good standard of care and teaching for children. Additional funding is used appropriately to promote individual children's progress.

Quality of teaching, learning and assessment is good

Children's key persons regularly observe and assess the progress that they are making in their development. This allows them to consistently plan learning opportunities to support individual children's next steps in learning. Staff lead a wide variety of small-group activities during which children listen and concentrate well; they offer good levels of challenge as they purposefully guide children's learning. Children take pleasure in their experiences. For example, after staff read a story to a small group of children in the outdoor area they demonstrate their enjoyment of the activity. They come inside and enthusiastically tell a different member of staff about the scary storybook creature.

Personal development, behaviour and welfare are good

Staff carry out health, safety and hygiene policies that contribute effectively to children's all-round safety and well-being. They help children to learn how to keep healthy. For example, they talk to them about the reasons for washing their hands after they have visited the pond in the nearby school grounds. Children learn about moving on and change. For example, they are encouraged to say goodbye to the frogs that they have helped to look after since they were tadpoles. The frogs are put into the pond so that children can watch them swim off into their new habitat. Children learn good manners. They get on well with their peers, chatting merrily to each other and staff at lunchtime. Staff listen to children and respond thoughtfully to what they say, helping to develop their feelings of security. Children eagerly join in a whole-group exercise activity each morning. This promotes good habits with regard to being active and developing their large muscles.

Outcomes for children are good

Children are well prepared for the next stage in their learning, such as moving on to school. They develop key skills in self-care including learning to look after their own belongings. Children are confident, sociable and engaged learners. They gain good early literacy and mathematical skills. Older children learn how to identify initial sounds, recognise letters and practise how to write their names.

Setting details

Unique reference number	251535
Local authority	Suffolk
Inspection number	1018158
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	24
Number of children on roll	45
Name of registered person	Jigsaw Pre-School (Sproughton) Committee
Registered person unique reference number	RP904040
Date of previous inspection	18 June 2015
Telephone number	01473 745716

Jigsaw Sproughton Pre-School registered in 1987. The pre-school employs eight members of childcare staff. The manager holds early years professional status, one holds a qualification at level 6, four at level 3 and two at level 2. The pre-school opens Monday to Friday, during term time only. Sessions are from 8am to 3.25pm. The pre-school runs a before school session for children attending the Sproughton Primary School. This is open every weekday during term time from 8am to 8.50am. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children who have special educational needs or disability.

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