

# Jigsaw Preschool

c/o THE BELLBIRD PRIMARY SCHOOL, Link Road, Cambridge, CB22 3GB



<b>Inspection date</b>	3 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 are learning to respect and celebrate their differences. Staff ensure that children's diverse backgrounds are reflected positively throughout the pre-school. Staff make effective use of posters, books and resources to help teach children about other cultures and customs. This helps them to develop their understanding of diversity beyond their immediate family experiences.
- Key persons make initial observations, in partnership with parents, to identify children's starting points. Parents are encouraged to continue sharing information about their children's achievements at home. By sharing information, parents help to keep the key person informed of subtle changes in their child's interests as they happen.
- Children form secure attachments with members of staff. They seek them out for comfort or to proudly show their creations. Children's well-being and independence are promoted very well. They develop the skills they need for later learning and their eventual move on to school.
- The managers and staff have established positive working relationships with parents that help them to remain aware of each child's changing care needs. Parents report that staff are flexible in meeting their childcare requirements. They speak of the fun their children have and how the staff are very approachable.

### It is not yet outstanding because:

- The manager's focus on evolving staff teaching skills is not yet precisely targeted to develop the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- focus more precisely on a programme of targeted professional development to raise the quality of teaching to an even higher level.

### 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 evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager, staff and chairperson of the committee. She looked at relevant documentation, including evidence of the suitability of persons working with children and how the manager and staff reflect on practice.
- The inspector took account of the views of parents through discussion during the inspection and written feedback provided to the manager through questionnaires.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding and child protection are given high priority and policies and procedures are implemented well to help protect children from harm. The managers and staff understand how to minimise risks to children without limiting their opportunity to explore inside and outside. The committee and both managers evaluate the service they provide. They encourage parents and children to share their views about where improvements might be made. Staff morale is high and their needs and professional interests are taken into consideration during regular supervision meetings and annual reviews. Attention to updating required training, such as safeguarding and paediatric first aid, is good.

### Quality of teaching, learning and assessment is good

The well-trained staff regularly review what the children know and can do, using their knowledge to plan a learning environment that children want to engage with. Careful planning and assessment of developing interests help to keep children motivated. The diverse ages and stages of children are taken into account by staff when planning activities. Activities are organised so that children of all abilities can take part at their own level and pace. When necessary, one-to-one support is organised. This makes sure that all children, including those who have special educational needs or speak English as an additional language, receive support to minimise potential gaps in their learning. All children are challenged well. Interaction with children is good and staff provide a very good balance of adult-led and child-initiated activities. Children investigate freely inside and outdoors. They explore a wide range of textures using all of their senses.

### Personal development, behaviour and welfare are good

All members of staff promote equality and diversity. They help children to learn about showing care and consideration to others, teaching them how to share and take turns. Interesting opportunities are organised to help children learn about the wider world. For example, families with different cultural backgrounds come into the pre-school to share their customs. Children enjoy learning about the festival of light as they find out about Diwali. Children's behaviour is very good and they quickly learn that behaving well can help prevent accidents. Parents support the healthy eating programme pursued by staff in the pre-school. They provide healthy packed lunches for their children to complement the wide balanced range of foods at snack time, which helps children to grow and thrive.

### Outcomes for children are good

Children are working well within the range of development typical for their age. They become confident and independent as they move around the setting. Children's communication skills are very good and their developing understanding about the world around them helps them to solve problems and question why and how things work. Children move confidently and learn to develop their physical skills well. For example, they manipulate resources, coordinate their play and collaborate together as they negotiate and plan their games.

## Setting details

<b>Unique reference number</b>	EY479514
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	984682
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Jigsaw Preschool
<b>Registered person unique reference number</b>	RP533812
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07842 537473

Jigsaw Preschool was established in 1984 and re-registered in 2014. The pre-school is managed by a committee of parents. There are 10 staff employed to work with the children, nine of whom hold relevant early years qualifications at level 3 and above. Session times are from 9am until midday and from midday until 3pm Monday to Friday during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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