

Jigsaw @ Brockholes Wood



Brockholes Wood School, Brant Road, PRESTON, PR1 5TU

Inspection date 19 January 2017
Previous inspection date Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

- The quality of self-evaluation is very good. The manager gathers the views of others, and engages with the local authority and other settings for support. Clear targets for continual improvement help staff to share the management team's clear vision for excellence.
- There are excellent and mutually supportive partnerships between the host school and the setting. This significantly contributes to the consistently good service that children and their families receive.
- Staff know children extremely well and build strong, trusting relationships with them. Babies are highly responsive to nurturing staff who know how to keep them settled.
- Children behave well. Staff frequently praise children for their efforts and achievements, and encourage good turn taking and cooperation.
- Children in pre-school are particularly well prepared for school. They benefit from a large and varied learning environment, and mix with children in the host school's reception class.
- Staff are highly focused on engaging with parents in a variety of ways. This helps parents to guide children's learning and development at home. Children make good progress.

It is not yet outstanding because:

- Monitoring of staff performance is not yet thorough enough to ensure that the quality of teaching is driven to an outstanding level.
- Leaders are not yet rigorous in reviewing and analysing any changes made.

What the setting needs to do to improve further

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

- strengthen the monitoring and supervision of staff to drive teaching to the highest level
- enhance procedures for reviewing and analysing the impact of any changes, and ensure that they promote children's good progress even further.

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 undertook a joint observation with the manager.
- The inspector held a meeting with the manager, provider and the teacher, and head teacher of the link school. She discussed self-evaluation with the manager and provider.
- The inspector spoke to children during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of all staff who work with children.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment procedures are robust and the management team has a strong focus on ensuring the suitability of staff. Staff know what may cause them concern about a child and who to contact if they are concerned. The manager keeps herself up to date with the local authority's procedures to help keep children safe. Extremely close partnerships with the school mean that children benefit from a wealth of expertise and experiences. Staff are well qualified and the management team supports less experienced staff to improve their qualifications. Training that staff receive is disseminated to the whole staff team and this helps to build continuity in good practice. Good partnership working with parents and external agencies contributes to effective shared strategies to meet goals in children's development. The early years pupil premium funding is used effectively to support children's good progress.

Quality of teaching, learning and assessment is good

Staff use very good strategies to help develop children's communication and language skills. They have a clear understanding of how to help children who speak English as an additional language. Children who have special educational needs and disability benefit from a team approach, involving external agencies and parents. Learning environments are organised effectively to meet the needs and interests of children of differing ages. Sensory activities encourage babies to be active participators in exploratory play. Pre-school children are introduced to activities that will prepare them well for school, such as number games. Staff facilitate children's independent learning and children take ideas from adult-initiated activities to follow up in their free play. The staff who work in the out-of-school provision know how to meet the needs of young children.

Personal development, behaviour and welfare are good

Good arrangements are in place to help children remain settled during times of change. Staff communicate well with each other to meet children's precise needs. Mealtimes are positive and calm learning experiences. Staff guide children to become independent in their physical skills and they help them to learn about healthy lifestyles. Children listen to staff's guidance and are motivated to undertake care routines by themselves from an early age. Staff help babies to learn how to wash their hands to make them clean. Outdoor experiences are varied and children frequently play outdoors. They enjoy exercising and playing in the fresh air. Toddlers learn to climb and balance, and this helps to support their physical well-being.

Outcomes for children are good

Children are curious, confident and talkative. They show high levels of engagement and excellent listening skills. Children who speak English as an additional language and those in receipt of funding are particularly well supported. They make good progress from their starting points and gaps in learning are quickly closing. Children who have special educational needs and disability make progress at rates appropriate to their starting points and abilities.

Setting details

Unique reference number	EY492506
Local authority	Lancashire
Inspection number	1024818
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	65
Number of children on roll	71
Name of registered person	Community Council of Lancashire
Registered person unique reference number	RP910295
Date of previous inspection	Not applicable
Telephone number	01772 491787

Jigsaw @ Brockholes Wood was registered in 2015. The setting employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children in receipt of the early years pupil premium. The setting caters for children who speak English as an additional language and children who have special educational needs and disability.

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