

# The Jigsaw Club Ltd

Winstanley CP School, Tanhouse Drive, WIGAN, Lancashire, WN3 6JP



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 7 March 2017   |
| 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   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- Children enjoy a wide variety of activities that supports their interests. Staff have a good understanding of how young children learn through play. Children enjoy telling staff about their day and share activities they have enjoyed with their families.
- Staff have good links with the school. There is effective communication and information is shared with parents on behalf of the school, such as if their child has had an accident during the school day.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other. They share and take turns during play. Praise and encouragement from staff ensure children feel secure and included.
- Staff build positive relationships with parents. All children benefit from good, effective verbal communication. This promotes continuity of care and supports children to settle quickly into the daily routine.
- The manager maintains the effective monitoring of all aspects of the provision. She is ambitious and aims to achieve high standards in children's care.

### It is not yet outstanding because:

- Procedures to monitor and improve staff's performance are in their infancy and are not yet sharply focused on improving their practice to an outstanding level.
- Staff do not make the most of opportunities to support children who prefer to play outdoors.

## 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 monitoring staff's performance and supporting them to improve their practice to the highest levels
- improve opportunities for children who prefer to play outdoors to further explore their interests.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. Procedures for the recruitment of new staff and the completion of suitability checks are secure. Visitors to the club are signed in and are given identification badges to wear, further helping to support children's safety. Overall, the manager monitors the quality of provision effectively. She provides good opportunities for staff development. For example, staff attend meetings and training and achieve further qualifications. Self-evaluation is used effectively to identify key strengths and areas for development. The views of staff, parents and children are gathered. Information is shared with parents through ongoing dialogue, newsletters, children's diaries and the website. Close links are well established with the host school and communication is effective. As a result, children's transitions are well supported. Parents speak highly of the quality of the club and their relationships with staff. Children and parents feel that staff are friendly, approachable and very passionate about their roles.

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

The enthusiastic and dedicated staff plan activities that build on children's individual interests. As a result, children are provided with an abundance of opportunities to explore, create and experiment, which fuels their curiosity and complements their learning at school. For example, children learn the sounds of letters while playing a game of snap. Children enjoy making marks and using chalks to copy shapes and patterns. Older children play on the computers and help the younger children to count the numbers on the screen. Staff participate in games with children, helping them to use and extend their skills. For example, staff demonstrate how to create a forest with natural resources for the dinosaurs to play in.

### **Personal development, behaviour and welfare are good**

Good behaviour is recognised and praised. Children are very caring and respect each other and their differences. For example, older children look after younger ones and support them when appropriate. Staff and parents exchange information about their child's needs and abilities when they start. They use this information to support children's well-being effectively. Clear care plans are drawn up with parents where there is a medical need to ensure children's well-being is supported. Staff encourage children to manage their personal care needs and hygiene well. Children develop their independence. For example, children are given a variety of foods to choose from at snack time and are encouraged to serve themselves and clear away afterwards. Staff build children's self-esteem and confidence. Children are actively involved in developing the club rules. There are effective systems in place to ensure children are supervised and arrive safely when moving to and from the club. For example, children wear high-visibility vests when playing outside so staff can easily identify them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY493883  |
| <b>Local authority</b>                           | Wigan   |
| <b>Inspection number</b>                         | 1026137   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 30  |
| <b>Name of registered person</b>                 | The Jigsaw Club Ltd   |
| <b>Registered person unique reference number</b> | RP902379  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07903 338524  |

The Jigsaw Club Ltd was registered in 2015. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday, from 7.30am until 9am and 3.15pm to 5.45pm, during term time. It also operates during school holidays from 8am to 5pm.

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