

Jigsaw @ St John's Preschool



St. Johns the Baptist Primary School, Abshot Road, Fareham, Hampshire, PO14 4NH

Inspection date	18 January 2018
Previous inspection date	28 April 2015

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

- Children are happy and engaged. Staff encourage them to be independent and behave well. Children effectively gain important skills for their future learning at school.
- The manager ensures children benefit from a strong key-person system. Settling-in processes at the start and at the beginning of the day are highly effective. Children quickly feel secure and develop a sense of belonging. They form strong attachments with staff and their peers.
- Staff provide stimulating activities that help children develop good mathematical skills and language, for example, while playing games using dice and number activities. Children are eager to count the dots on the dice and successfully identify the corresponding number to colour in.
- Staff work effectively in partnership with parents. For example, they keep parents fully informed about their children's progress and well-being, and encourage them to contribute to next steps. Staff work well with other professionals and settings involved with children to support their needs.
- Children develop their personal skills, confidence and self-esteem well. They welcome and value staff praise and encouragement during their play.

It is not yet outstanding because:

- Not all staff question children effectively to help them to solve problems and think for themselves.
- The manager does not fully focus on enhancing staff's professional development to raise the quality of teaching and outcomes for children even further.

What the setting needs to do to improve further

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

- help staff to further develop their questioning skills to encourage children to solve problems and think things through themselves
- help staff raise the quality of their teaching further to focus on improving outcomes even further for all children.

Inspection activities

- The inspector took account of the views of parents spoken to during the inspection.
- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with the supervisor.
- The inspector sampled a range of documentation, including records of children's learning and safeguarding policies, and checked evidence of the suitability and qualifications of staff.
- The inspector held a meeting with the manager and spoke with staff and children at appropriate times throughout the inspection.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager is clear about safeguarding and ensures that staff understand their responsibility to protect children and know the procedures to follow if they have any concerns. Thorough recruitment and vetting procedures ensure suitable staff work with children. The manager takes good account of the views of staff, parents, professional advisers and children when deciding on improvements for the setting. For example, she has improved children's health and safety when they play outside, providing appropriate shade and reviewing the sun safety policy. Staff supervision helps them to reflect on their practice and identify their strengths and areas for development, overall. The manager reviews the progress that individuals and groups of children make. She uses this information well to help narrow any gaps in learning.

Quality of teaching, learning and assessment is good

Staff know children well and carry out clear assessments of their learning. Along with the manager, they track children's progress to understand children's learning and their interests. They use this information effectively to plan for the next steps. Staff provide activities for children to make marks. They encourage children to have a go at copying a picture of a mermaid to develop their creative skills. Children develop their communication and language skills well. For example, they listen and respond to simple instructions as they match fruit in a bowl to those on a display and discuss where they think the fruit grows. Children benefit from the reassurance and support they receive from staff as they learn how to prepare their own snacks and develop their confidence. Staff teach children well about the wider world. For example, invited visitors, such as their local school crossing patrol officer and police officers, talk about their jobs.

Personal development, behaviour and welfare are good

Children move around freely in the large play areas, and explore and show interest in the resources available. Children are clear about their own likes and dislikes, and regularly get the chance to choose and lead their own play well. They form close friendships with other children and they welcome them to join their play. For example, children hide in different areas and others join in to try to find them. Staff set clear boundaries for all children to learn right from wrong and help children to learn how to take turns and share. There are good opportunities for children to play outside in the fresh air and develop their physical skills. They develop coordination as they jump across stepping stones and confidently build 'houses' using construction blocks.

Outcomes for children are good

All children, including those who are in receipt of early education funding, make good progress in their learning from their starting points. Children benefit from close staff interaction and become immersed in play and learning. They enjoy stimulating reading and show an interest in making marks and handling various tools in their play. They demonstrate good pencil control and some confidently write their own names. Clear routines help children understand expectations.

Setting details

Unique reference number	EY391273
Local authority	Hampshire
Inspection number	1093797
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	38
Name of registered person	Jigsaw Pre-School (Western Wards)
Registered person unique reference number	RP905176
Date of previous inspection	28 April 2015
Telephone number	07960 275 793

Jigsaw @ St John's Preschool registered in 2009. It operates from a building in the grounds of St John The Baptist Church of England Primary School in the Titchfield Common area of Fareham. The pre-school opens each weekday during school terms. Sessions are from 9am until 3pm from Monday to Thursday and from 9am until 1pm on Friday. Eight members of staff, including the manager, work with children. Of these, one has an early years qualification at level 5, five hold qualifications at level 3 and one has a level 2 qualification.

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