

# St Thomas Jigsaw Preschool



St Thomas Church Centre, St Thomas Church, St Thomas Road, Brentwood, Essex,  
CM14 4DB

<b>Inspection date</b>	27 March 2018
Previous inspection date	23 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are a key strength. Staff forge close links with parents and keep them well informed about children's development and well-being. Parents praise highly the staff team for the care and attention they give their children.
- Children develop warm and affectionate relationships with staff. They are happy, settled and enjoy their time at the pre-school. They develop confident social skills in readiness for school.
- Staff have a good understanding of how children learn. They plan interesting and stimulating activities that are rooted in children's interests and build on what they already know.
- Children build good links with their local community. They have frequent walks around the local area, share special events with others and invite visitors into the pre-school.
- Management and staff are enthusiastic and work well together as part of a friendly and motivated team. There is an ongoing commitment to raising standards and delivery of the highest-quality provision for children and their families.

### It is not yet outstanding because:

- Sometimes, staff do not extend children's thinking skills to a higher level.
- Staff's professional development is not highly focused on raising 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:

- provide children with more opportunities to link their thoughts and develop their own ideas
- make the best possible use of the staff supervision system to raise the quality of teaching to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 manager.
- The inspector held meetings with the pre-school managers and providers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff understand their responsibilities to protect children and know what to do should they have any concerns about a child's welfare. Recruitment processes are robust to help to assure the suitability of adults working with children. Staff are deployed effectively to supervise children. The staff work well together. The enthusiastic managers encourage staff to share ideas during their regular meetings. The manager analyses children's progress, including that for the different groups of children that attend. This helps her to identify any gaps in provision and where children may need additional support. Additional funding is used effectively to support children's good progress in learning.

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

Staff observe children as they play and assess their progress from their starting points. They know the children well and plan interesting activities to help them learn and develop. Staff place a strong focus on the support of children's communication and language skills. Staff get down to the children's level and join in with their play. Staff interact purposefully. They talk to children and ask them questions as they play, and demonstrate that they value children's responses. Staff actively seize opportunities to incorporate mathematical learning. For example, during a painting activity, staff support children to identify numbers and recognise colours and shapes.

### Personal development, behaviour and welfare are good

Staff provide a warm, friendly and welcoming environment where each child is valued as an individual. Behaviour is good as staff are effective role models through being calm and kind. They offer warm praise and gently support positive behaviour as children play. Children experience sociable snack and mealtimes as they sit alongside staff and their peers. Staff support children to make healthy food choices. They encourage them to try a range of different fruit and vegetables and promote the health benefits of these during snack time. Older children are very well prepared for their move on to school. They regularly visit the local school to get used to the environment, teachers and routines, such as attending the school assembly.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They acquire useful skills that prepare them well for the next stage of their learning and in readiness for school. Children communicate confidently and considerately with each other, staff and visitors to the setting. They learn to share and take turns in play. They enjoy listening to stories and anticipate what will happen next. Older children are beginning to recognise the sounds that letters represent and write their names.

## Setting details

<b>Unique reference number</b>	EY465177
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088171
<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>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Carol Cowlard and Heather Adams Partnership
<b>Registered person unique reference number</b>	RP532779
<b>Date of previous inspection</b>	23 January 2014
<b>Telephone number</b>	07757 661339

St Thomas Jigsaw Preschool registered in 2013. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The pre-school opens on Mondays, Tuesdays, Thursdays and Fridays, term time only. Sessions are from 9am until 3pm, and on Fridays until 12.45pm only.

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