

# Jigsaw Pre-School

Holy Trinity Church, Church Road, Claygate, Esher, Surrey, KT10 0JP



<b>Inspection date</b>	30 April 2018
Previous inspection date	4 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Management does not consistently support staff to learn strategies to help them manage some children's challenging behaviour.
- At times, the manager does not deploy staff effectively to meet all children's learning needs.
- The manager and staff do not consistently build on ways to strengthen partnerships with other schools and settings children attend, to support a more consistent approach to children's care, learning and development.
- Arrangements to monitor the progress of all children are not as sharply focussed as possible to help staff in planning, to help children make as much progress as possible.

### It has the following strengths

- Staff provide a variety of resources for children to explore inside and outside. For example children have opportunities to develop their physical skills, such as when they play on large equipment in the outdoor play area.
- Staff teach children about healthy eating in a number of ways. For example, the manager has developed a 'healthy eating campaign' in partnership with a nutritionist, and children enjoy nutritious meals.
- The management and staff are compassionate, nurturing and support children's well-being effectively. For example, staff praise children to help build on their developing self-esteem.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ help staff to implement strategies consistently to support some children's challenging behaviour	01/09/2018
■ deploy staff more effectively to meet the learning needs for all groups of children.	01/06/2018

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

- develop the relationship with staff at the pre-schools and other settings children attend, to better support children and improve the communication for consistency in children's learning
- improve further the monitoring systems to help identify any gaps in development as early as possible, to help staff target the appropriate support for children.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and committee chairperson.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their written and verbal views.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager does not effectively identify all areas for improvement. Although she supports staff through regular meetings, she has not fully developed ways to identify their strengths and areas for improvement. For example, staff do not all use the same approach for supporting children's challenging behaviour. Safeguarding is effective. All staff have a good knowledge of how to safeguard children and know what to do and whom to contact if they have a concern about a child's welfare. Overall, staff use information well when planning for children's learning, although some parts of the day, such as when children arrive or before they have their lunch, are not planned for effectively.

### Quality of teaching, learning and assessment requires improvement

The manager has not fully implemented the processes for monitoring and planning children's progress. For example, systems to help identify any gaps in development early are not fully effective. However, staff play and communicate well with children. For example, some staff sound out letters and sounds, and children begin to recognise words. The manager and staff do not have a consistently effective two-way arrangement to communicate with staff at other settings children attend. They do not have a clear understanding of what skills children need for future learning. However, staff teach children effectively to count and begin to recognise mathematical language, such as 'more' and 'less'. Children are generally motivated and engaged in activities for long periods. For example, children make shapes and other creations using play dough and mix powder paint to create coloured puddles.

### Personal development, behaviour and welfare require improvement

Staff do not always give children targeted support on how to behave. However, staff are generally good role models and are calm and friendly. Staff build warm and caring relationships with the children, and help them feel relaxed in the safe environment. Children chat freely with other children and staff are happy in their play. Children choose whether to play indoors or outdoors, and choose their own resources from a wide variety of equipment. Children learn about the body and how the heart works. For example, after exercise they locate the heart and feel it beating. Staff teach children how the heart beats extra fast to pump blood around the body. Staff teach children to manage their own safety well. For instance, staff remind children to sit correctly on chairs.

### Outcomes for children require improvement

Overall, children are prepared for the next stage of their learning, such as school, although their progress is not always as rapid or coordinated as possible. They know how to join in the registration sessions and respond when their name is called. They learn how to successfully use scissors and glue sticks. Older children learn about the sounds that letters represent and staff provide them with books to take home and practise their early reading skills.

## Setting details

<b>Unique reference number</b>	122446
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1100750
<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>	40
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Jigsaw Pre-School Committee
<b>Registered person unique reference number</b>	RP910009
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	01372 463603

Jigsaw Pre-School registered in 1999. It operates from the Holy Trinity Church in Claygate, Surrey. The setting is open on Monday, Wednesday and Thursday from 9am to 3pm, and on Tuesday and Friday from 9am to 1.35pm, during term time only. There are 10 members of staff, seven of whom hold a relevant early years qualification. The setting receives funding for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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