

# Jigsaw Preschool

The George Reynolds Centre, South Street, Crewkerne TA18 8DA



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|--------------------------|-------------------|
| <b>Inspection date</b>   | 28 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| Effectiveness of 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

### The provision is good

- The leadership team accurately identifies the strengths of the provision and areas for development. They actively seek the views of parents, staff and children to plan for ongoing improvements. For example, parents give their views through questionnaires.
- Staff demonstrate a strong understanding of their roles and responsibilities. They work well together to provide a broad range of activities and experiences that stimulates, motivates and excites children to learn. Children make good progress.
- Staff are good role models of positive behaviour and praise children to effectively boost their confidence and self-esteem. Children share toys and behave well. They offer each other help. For example, older children try to help the younger ones with activities.
- Staff work closely with parents when children first start, to help them understand clearly what children already know and can do. They use precise assessments to monitor individual children's ongoing progress well and successfully identify next steps in children's learning.

### It is not yet outstanding because:

- The leadership team does not use assessment information as well as possible to check the progress made by different groups of children.
- On occasion, staff miss opportunities to extend children's understanding of healthy lifestyles further, such as the importance of healthy eating.

## What the setting needs to do to improve further

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

- review the progress of different groups of children to identify any possible trends in their learning, and target planning and support to help close any gaps as swiftly as possible
- develop children's understanding of the importance of healthy lifestyles further.

### Inspection activities

- The inspector observed children and staff engaged in activities, indoors and outdoors, and talked to them at appropriate times.
- The inspector conducted a joint observation with a member of the leadership team. The inspector met with the manager at appropriate times throughout the inspection, to discuss how she monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

#### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The leadership team and staff have a good understanding and knowledge of child protection issues and what action to take to protect children. The manager monitors staff practice effectively and provides good support and coaching, such as through supervisory meetings and observations of their practice. She offers staff strong professional development opportunities to increase their skills. For example, staff have increased their knowledge of how to support children's early literacy skills further. The leadership team makes effective use of additional funding to fully support children's development. They form strong relationships with other settings that children attend and local schools. For example, staff share important information and children go to events at a local school.

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

Staff develop children's mathematical interest and understanding throughout the session. For example, children concentrated well as they used rods to hook numbered magnetic ducks. Staff asked older children to find specific ducks by number and encouraged them to count the ducks they had caught. Younger children practised their hand-to-eye coordination as they worked out how to catch a duck. Staff work closely with parents and other professionals to identify appropriate interventions where necessary. For example, staff successfully use signs to support children who find verbal communication difficult. This also supports children who speak English as an additional language well.

### Personal development, behaviour and welfare are good

Staff build strong partnerships with parents. They have regular contact with them and offer guidance to help them support their children's development at home. Children form trusting bonds and attachments with the kind and caring staff, which supports their emotional well-being successfully. Staff effectively support children in managing their personal needs. For instance, children learn to independently wash their hands and wipe their noses. Staff help children develop their physical skills well. For example, children thoroughly enjoy being in the fresh air and participating in active play. They run and jump with enthusiasm at the local play park. Children take manageable risks in their play, such as when they use the climbing and balancing equipment. Staff help children to think about safety rules, such as walking indoors and not touching a hot oven.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, those who have additional funding and those who speak English as an additional language, develop important skills that prepare them well for future learning and school. Children are confident and keen to learn. Toddlers roll and squash play dough, which supports their small-muscle control skills well. Older children listen to stories attentively and enthusiastically join in with familiar refrains from favourite books.

## Setting details

|  |   |
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| <b>Unique reference number</b>                   | EY535772  |
| <b>Local authority</b>                           | Somerset  |
| <b>Inspection number</b>                         | 10067405  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 39  |
| <b>Name of registered person</b>                 | Jigsaw Club   |
| <b>Registered person unique reference number</b> | RP535771  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07785756095   |

Jigsaw Preschool registered in 2016 and operates in Crewkerne, Somerset. The pre-school is open each weekday from 8am to 6pm all year round, excluding bank holidays. There are eight members of staff. Of these, one holds a qualification at level 5 and seven hold a qualification at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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