

# Jigsaw Pre-School

Bury Park Community Resource Centre, 161-161b Dunstable Road,  
LUTON LU1 1BW



<b>Inspection date</b>	16 November 2018
Previous inspection date	9 June 2015

<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 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 manager and staff value the importance of working in partnership with parents to help secure better outcomes for all children. They successfully engage parents in continuing their children's learning at home. Parents are extremely complimentary about the friendly and caring manager and staff, who really take time to get to know their children well.
- The quality of teaching is good and, in some instances, outstanding. Staff work hard to create a welcoming and stimulating play and learning environment. Children settle quickly and are eager to engage in both adult-led and child-initiated play opportunities. Children are active learners who focus well and show pride in their achievements.
- Children behave very well. Staff provide children with lots of praise and encouragement to boost their self-esteem. Children listen well and follow instructions. They use their manners routinely, take turns and learn to respect one another's views and opinions.
- Staff work very well together as a team. The manager takes account of parents' and staff's views to help her identify improvements and their feedback is used effectively to further develop practice and provision.

### It is not yet outstanding because:

- Occasionally, staff are over eager with their questioning and do not always allow children enough time to think about and formulate their responses before moving on to the next question.
- Although processes are in place to analyse the progress made by different groups of children, the manager does not always share this information with staff so that they also have a clear picture of the areas to target further support.

## What the setting needs to do to improve further

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

- allow children more time to respond to questions and encourage them to share their own thoughts and ideas
- strengthen processes for sharing information with staff about the progress made by different groups of children and the areas to target support to help promote the best possible outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

#### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of leadership and management is good

The manager has high expectations of staff's teaching practice. Effective support processes are in place to promote staff's continued professional development. Regular supervision meetings with a senior leader provide staff with the opportunity to discuss any issues or concerns. Peer observations and training are undertaken to further develop staff's practice, knowledge and skills. Safeguarding is effective. Staff have a good understanding of child protection issues and a comprehensive knowledge of the procedures to report any concerns. Staff recruitment and induction processes are robust and support staff to understand their individual roles and responsibilities.

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

Staff promote children's communication and language skills well. They commentate on what children are doing and engage them in meaningful discussions about size, shape and number. For example, children compare the length of breadsticks during snack and make comparisons with the shapes of the fruit, likening them to the shape of a circle. Children enjoy messy play and exploring the texture of different properties, such as shaving foam. They hide sea creatures in the foam and confidently talk to visitors about how the foam feels on their hands. Children learn how to operate simple programmes on computers. They enjoy dressing up as different characters and engage in role-play activities using their own ideas. Staff accurately assess and monitor children's progress and plan a range of activities that helps to promote their next steps in learning.

### Personal development, behaviour and welfare are good

Staff get to know the children well from the outset and this helps to develop secure attachments with them. For example, staff carry out home visits and use this time to find out about the children's prior achievements, likes and interests. Children benefit from playing outdoors daily and use a range of equipment confidently. All children demonstrate good hygiene and independent self-care skills. They wash their hands prior to eating snack and staff encourage them to regularly brush their teeth to maintain good oral health. The dedicated manager and deputy manager work collaboratively, drawing on their wide experience to provide support and guidance for all parents and families. They have formed strong partnerships with a wide range of other professionals, including their early years adviser and other outside agencies. This well-coordinated approach helps to ensure children's care and learning are prioritised in the pre-school and beyond.

### Outcomes for children are good

Children are beginning to identify familiar letters and sounds and recognise their name as they self-register. Children who speak English as an additional language and children with special educational needs and/or disabilities are extremely well supported. Their individual needs are swiftly identified and additional support is effectively implemented. Staff reinforce children's home language and successfully support them to attain a good standard of spoken English. This helps to ensure that all children make the progress they are capable of achieving and provides them with the key skills needed for when they make the move on to school.

## Setting details

<b>Unique reference number</b>	105270
<b>Local authority</b>	Luton
<b>Inspection number</b>	10071022
<b>Type of provision</b>	Sessional 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>	18
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Munir, Amtiaz
<b>Registered person unique reference number</b>	RP905417
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	01582 488369

Jigsaw Pre-School registered in 2000. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9am until midday and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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