

Jigsaw Pre-School (Sproughton) Needham Market



The Drift, School Street, Ipswich, Suffolk IP6 8BB

Inspection date	28 February 2019
Previous inspection date	9 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The management team have taken effective steps to tackle weaknesses in teaching identified at the last inspection. Staff interact well with children during their play. They are alert to children's changing interests and join in to promote their enjoyment.
- Children demonstrate good physical skills for their age. They enjoy age-appropriate physical challenge in the large outdoor area. Younger children are confident to keep trying and practise new skills, such as trying to balance on plank of wood, until they can manage without any help from staff.
- Staff place a high priority on promoting children's emotional development. They sensitively help children learn to cooperate and take turns. Staff model polite behaviour and teach children how to negotiate and settle simple disputes for themselves.
- Staff provide children with a wide range of age-appropriate toys and activities that capture their interest. Children soon become engrossed in activities of their own choosing and are confident to play independently or in small groups.
- Staff gather useful information from parents to help them settle children when they first start. However, parents are not fully involved in identifying children's starting points, so that staff can work closely with them to plan for children's future learning from the outset.
- Staff do not make the most of opportunities to provide older children with added responsibility to help them develop a greater sense of achievement and pride in their own abilities.

What the setting needs to do to improve further

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

- take greater account of parents' knowledge of what their children know and can do on entry, to fully involve them in helping to identify children's initial starting points
- provide older children with greater opportunity to demonstrate their skills and take responsibility for age-appropriate tasks.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector completed two joint observations of practice with the executive manager. She spoke to staff, children and members of the management team during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector took account of the views of parents through discussion and their written views.

Inspector

Gill Thornton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff understand their responsibilities to protect children and keep them safe from harm. Staff have a good knowledge of the indicators of abuse or neglect and are confident about the action to take if they are concerned about a child's welfare. The management team implement stringent recruitment procedures to help ensure staff are safe and suitable to work with children. They use professional development and performance management to help staff continually develop their practice and teaching skills. Staff benefit from learning from each other and sharing knowledge and skills. They place a strong emphasis on the importance of reviewing their practice and identifying priorities for improvement. Parents praise the service provided and the progress their children have made. They comment that staff know their children well and share ideas about how to support their children at home.

Quality of teaching, learning and assessment is good

Staff use observation and assessment to identify children's stage of development and plan for what they need to learn next. The manager tracks the progress of groups of children to help identify and target any emerging gaps in children's learning. Parents are provided with regular reports about their children's progress. Staff promote children's language and communication skills well. They respond to what children are trying to communicate and speak slowly and clearly to the children. They model the correct use of language, such as teaching children the correct way of asking for help when they need it. Staff consistently introduce mathematical language and simple counting into children's play.

Personal development, behaviour and welfare are good

Staff work with parents to help children settle and become confident in their new environment. They are careful to follow parents' wishes and instructions about their children's healthcare needs. They teach children to follow good hygiene routines and provide them with healthy options at snack time. Children are free to spend the majority of their time outside if they wish too. Staff remind them of simple safety rules while they excitedly play parachute games. Younger children go to staff for comfort and support if they are tired or upset and staff skilfully help them learn to identify their own feelings. Staff encourage children to attempt to put on their own coats and boots before they go outside.

Outcomes for children are good

Children develop key skills to support the next stage of their learning and eventual move on to school. They are learning to play cooperatively with others and to take account of their views and feelings. Children are confident to make choices and express their own views. They are beginning to take turns and share resources with others. Children use their imagination as they play. They enjoy painting and mark making and some older children proudly attempt to write the letters in their name with paint.

Setting details

Unique reference number	EY499403
Local authority	Suffolk
Inspection number	10084941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	24
Number of children on roll	11
Name of registered person	Jigsaw Pre-School (Sproughton) Committee
Registered person unique reference number	RP904040
Date of previous inspection	9 May 2018
Telephone number	01473 745716

Jigsaw Pre-School (Sproughton) Needham Market registered in 2016. The pre-school employs four members of childcare staff who all hold appropriate early years qualifications, including three who hold a level 6 qualification. The pre-school opens from Tuesday to Friday during term time only. Sessions are from 9.15am until 3.15pm on Tuesday and from 9.15 until 12.15 on Wednesday, Thursday and Friday. The pre-school receives funding to provide free early years education for children aged two and three years.

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