

# Jigsaw Pre-School

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



<b>Inspection date</b>	18 March 2019
Previous inspection date	30 April 2018

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

- Staff know children well and are attentive to their needs. They use children's interests to plan exciting activities. Staff use observation and assessment well to identify gaps in children's development. They help children achieve their next stage of learning.
- The key-person system ensures parents get consistent feedback. Parents know that their children are well cared for. They comment that their children are happy and settled and enjoy coming to the pre-school.
- Staff attend training to develop their knowledge and skills, and are supported well by the manager to apply a consistent approach to behaviour management. This encourages a culture that contributes to more positive behaviours within the pre-school, with children demonstrating good behaviour and understanding, for example when using 'walking feet', 'indoor voices' and taking turns.
- Staff are warm and gentle. They skilfully support and nurture children's emotional well-being. Children thrive in the caring and inclusive environment staff carefully create. Staff improve children's outcomes well.
- Children enjoy activities that help them learn about other people. For example, they actively take part in cultural celebrations and keenly visit the elderly residents attending a regular group in the church hall, to learn about the local community.
- The manager is well supported by the pre-school committee, staff, parents and the local authority adviser in the ongoing evaluation of the nursery. She makes continual improvements that positively benefit children. This is particularly evident in the training, support and guidance staff have received to improve consistency in planning and assessment arrangements.
- Although staff have identified improvements needed to the outdoor environment, these have not been implemented to support children who prefer to play outside, to further extend their learning.
- Staff occasionally miss opportunities to help children learn about numbers, shapes and measurements.

## What the setting needs to do to improve further

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

- review and enhance the provision for outdoor play in order to consistently provide a wide range of stimulating and challenging learning opportunities for children who prefer to learn outside
- make the most of opportunities to support children's knowledge and understanding of mathematics.

### Inspection activities

- The inspector observed the quality of teaching and jointly evaluated an activity with the manager.
- The inspector observed different activities, including outdoor learning, and assessed the impact this had on children's learning.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector spoke to parents, staff and children to gather their views.

**Inspector**  
Joanne Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the procedures to follow if they have any welfare concerns about a child in their care. Recruitment and vetting processes are thorough. The manager and her team have successfully addressed all the actions from the previous inspection. They discuss and monitor the effectiveness of the pre-school well and evaluate their progress at regular staff meetings. The manager regularly revisits action plans to drive improvement across the pre-school. There is a regular timetable of staff supervision and appraisal. This gives opportunities for professional development that are relevant and targeted for individual staff members. The manager closely monitors children's progress to identify any gaps in their learning and help them make the best possible progress. Staff form effective partnerships with a range of professionals and other providers. They work closely together to provide consistent care and support for children.

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

Staff assess children's achievements and know their key children well. They provide parents with regular assessments of their children's learning and development. Children have positive attitudes to learning and play well together. For example, they purposefully use different construction tools to build models. Children create imaginative and detailed pictures using paint and different materials and show their work to staff, who praise them for their good achievement. Staff promote children's early writing and literacy skills very well. For example, they guide children to form the letters of their name and give focused support to help children link letters to the sounds that they represent. Staff promote children's good communication and language skills. They encourage younger children to repeat words back to them to help increase their vocabulary. They ask a range of challenging questions to support children's imaginative play when they use play dough to make 'cakes', 'pasta' and 'sausages'.

### Personal development, behaviour and welfare are good

Children arrive happily at pre-school and immediately explore their surroundings with interest. Staff are good role models and promote respect and tolerance towards others. Children's behaviour is good. Staff have established good routines to support children's independence. For example, children sit together to share healthy meals and are encouraged to do things for themselves, such as helping themselves to water and snacks. Staff help children to learn about leading an active lifestyle. They encourage children to run, jump and stop as they play outdoors. Children successfully manoeuvre bicycles and ride-on cars.

### Outcomes for children are good

All children achieve well and any gaps in their learning are closing. Young children learn to handle toys with care and to socialise with others. Older children are self-assured and talk enthusiastically to staff and visitors about what they are doing. Children who speak English as an additional language make steady progress alongside their peers. They become fluent communicators and complete age-appropriate tasks. All children gain skills to prepare for their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	122446
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10089383
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Jigsaw Pre-School Committee
<b>Registered person unique reference number</b>	RP910009
<b>Date of previous inspection</b>	30 April 2018
<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 2.50pm, and on Tuesday and Friday from 9am to 1.30pm, during term time only. There are seven members of staff, six of whom hold a relevant early years qualification. The setting receives funding for children aged three and four years.

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