

Jigsaw Sproughton Pre-School



Sproughton School Grounds, Church Lane, Sproughton, Ipswich, Suffolk
IP8 3BB

Inspection date	23 May 2019
Previous inspection date	10 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The pre-school is led and managed effectively. The manager is dedicated to her role in leading the pre-school. She works closely with staff and the committee to continually identify ways to improve.
- The manager and staff have a strong understanding of children's development. They closely monitor the progress made by all children and look at specific groups, such as children with speech and language difficulties, to help identify and close any gaps.
- Staff promote children's understanding of healthy living well. For instance, children are given regular opportunities for physical activity in the well-equipped outdoor area. They have fun as they explore force and movement using a 'pulley system' in the construction area.
- Partnerships with parents are a key strength. Staff forge close links with parents and keep them well informed about children's development and well-being. Staff actively encourage parents' involvement with their children's learning. For instance, they offer a 'weekly challenge' to provide suggestions of activities parents could do with their children at home.
- Children behave well. Staff give a consistent approach and support children effectively to understand how to share toys and take turns. Staff are friendly and welcoming, and children respond happily to them, developing a positive sense of emotional well-being.
- At times, staff miss opportunities to engage all children in group activities, particularly those children who are quieter and less confident to speak and join in.
- On occasions, staff do not provide enough opportunities to extend children's language and thinking to deepen their learning.

What the setting needs to do to improve further

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

- continue to review group activities so all children enjoy and benefit fully from the overall experience
- enhance opportunities for higher levels of challenge to aid children to develop their language and thinking even further.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager, and looked at children's assessments and planning documentation.
- The inspector held discussions with the chairperson of the committee and the manager.
- The inspector spoke with children and staff throughout the inspection, when appropriate.
- The inspector checked evidence of suitability and qualifications of staff, the provider's evidence of self-evaluation, and a range of other documentation.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.

Inspector

Maria Blanche

Inspection findings

Effectiveness of leadership and management is good

Staff are compassionate and committed; they work well together to ensure good quality of care for children. Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to keep children safe. They know the procedures to follow if they have concerns about a child's welfare. Regular support meetings provide opportunities for staff training and to discuss ideas and share good practice. The pre-school manager monitors the performance of staff and supports them in their continued professional development. She gives them feedback on their practice and encourages them to reflect on the effectiveness of their teaching. The pre-school manager is supported well by the committee to source professional development opportunities for staff.

Quality of teaching, learning and assessment is good

The key-person system is effective. Staff work in partnership with parents to gather information from parents about their child's needs and interests to support their future learning and development. Children are enthused by an environment that fully promotes their eagerness to learn through their own curiosity and imaginative nature. For example, children develop their mathematical ideas and problem-solving skills as they explore mixing materials of water and sand to build a 'spider man' cinema. Staff develop children's understanding through interesting and imaginative activities that promote their learning. For example children re-pot strawberry and tomato plants and experiment with symbols that represent numbers, to develop their counting skills. Children are eager to try different experiences, with staff joining in readily and encouraging children to have a go. For example, children show good balance and coordination as they explore music and movement through a 'wake-up' interactive programme session.

Personal development, behaviour and welfare are good

Children make good progress from their starting points. They form secure bonds with staff which support children to be emotionally secure and settle well. Staff encourage children's health and well-being effectively. Children enjoy the freedom to move between the indoor and outdoor spaces. Healthy eating is promoted as children enjoyed balanced snacks and meals. Staff are positive role models and regularly offer praise and encouragement, which supports children to behave well. Children listen carefully, follow instructions and learn how to share and take turns. Good links with the local schools ensure children are emotionally well supported when they move on to school.

Outcomes for children are good

Children develop good social skills, make friendships with their peers and consider the needs of others. They develop a sense of responsibility and learn to recognise risks. Children are developing their literacy skills. For example, they use clipboards and pens to give meaning to their marks, and enjoy looking at books in the 'story den'. Children develop confidence in using technology, such as using a 'digi-table' to operate age-appropriate computer programs. Children are enthusiastic, independent and motivated learners who gain a good range of skills in preparation for their next stage of learning.

Setting details

Unique reference number	251535
Local authority	Suffolk
Inspection number	10072659
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Jigsaw Pre-School (Sproughton) Committee
Registered person unique reference number	RP904040
Date of previous inspection	10 June 2016
Telephone number	01473 745716

Jigsaw Sproughton Pre-School registered in 1987 and is located in Ipswich, Suffolk. The pre-school employs eight members of childcare staff. The manager holds early years professional status, two hold a qualification at level 6, one at level five, one at level 4, two at level 3 and one at level 2. The pre-school opens Monday to Friday, during term time only. Sessions are from 8am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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