

# Inspection of Jigsaw Pre-School

Gordon Hall, Bardfield, Basildon, Essex SS16 4JN

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Inspection date: 27 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and enjoy their time at pre-school. They form close attachments to staff and this helps them to feel safe. Children develop a sense of belonging and make friends easily. All children make good progress in their learning, including those with special educational needs and/or disabilities. Staff are swift to identify any delays in children's learning and provide effective support to promote their development.

Children recognise their name or their photograph, according to their ability, as they self-register their attendance. They choose to place their name on an attractive 'emotions' board to show if they are happy or sad. Staff teach children to understand their feelings and those of their friends. Children listen to stories about a monster that changes colour according to its mood. This helps children learn how to identify and name their emotions, and begin to regulate them.

Children have daily access to outdoor play. They are physically active. Children are excited when staff blow bubbles into the air, and they chase around, giggling as they try to catch them. Children also enjoy weekly activities with a visiting professional athlete. This helps them to develop their large-muscle strength through dance and sports, such as rugby and football.

## **What does the early years setting do well and what does it need to do better?**

- Partnerships with parents are strong. The manager ensures that parents receive regular updates on their children's development and progress. Parents report a high degree of satisfaction with the care and education given to their children. Staff work in partnership with other settings that children attend. They exchange information to promote continuity of learning for the children.
- Staff plan their curriculum around the interests and learning needs of the children. They know the children well and know what they need to learn next. Staff reflect on the effectiveness of the play environment and make changes to ensure the children gain the most benefit from the resources.
- Children are active learners and are eager to become involved in activities. Staff sit closely with children to guide them, while allowing them to make their own choices. Children begin to recognise numbers and simple words as they read from a recipe for making dough. They cooperate with each other when taking turns to measure out the ingredients.
- Staff support children's developing communication and language well. They engage children in conversation. Staff give clear instructions and extend children's vocabulary. For example, they talk about water being a 'liquid' and important for 'hydration'. Children develop good hand-to-eye coordination as they count scoops of flour. They compare the sizes of containers and learn

about mathematical concepts such as 'bigger' and 'smaller'.

- Children become independent from an early age and they behave well. They choose when they are ready to eat their healthy snack. Children serve themselves, pour their drinks and wash up their plates and cups when finished. They understand the routines of the pre-school. When staff make a signal, children tidy away their playthings and put on their coats ready for outdoor play.
- Staff provide opportunities for children to develop their social skills. They teach children how to be kind to each other and follow safety rules, such as walking inside. Staff give children opportunities to work together in small or large groups. However, staff do not always fully promote children's listening and attention skills in larger groups, and children become easily distracted by each other.
- Children learn about the world as they explore the natural environment outdoors. They learn about differences as they look at their faces in mirrors. Staff teach children about diversity and how different people celebrate festivals. For example, children discover fascinating facts about Chinese New Year from books and creative activities. They explore how some people eat with chopsticks.
- Staff observe each other's practice and support each other with constructive feedback. This supports the evaluation of the pre-school and identifies any areas for improvement. The manager carries out regular supervision of staff to ensure their well-being and training needs are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of safeguarding matters and undertake regular training. They are alert to any signs or changes in behaviour that could indicate that a child is at risk of harm. Staff are fully aware of the 'Prevent' duty and how to protect children from becoming involved in radicalisation. They understand the importance of keeping good records and they know where to report any concerns. The providers and the manager check the suitability of all staff regularly to ensure they continue to be suitable to work with children.

## **What does the setting need to do to improve?**

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

- strengthen the organisation of group activities to involve all children taking part, to help to develop their listening and attention skills further.

## Setting details

<b>Unique reference number</b>	EY341029
<b>Local authority</b>	Essex
<b>Inspection number</b>	10073749
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Lorraine Porter and Vanessa Matthews Partnership
<b>Registered person unique reference number</b>	RP908140
<b>Telephone number</b>	01268 552 037
<b>Date of previous inspection</b>	9 June 2016

## Information about this early years setting

Jigsaw Pre-School registered in 2006. It is one of five privately owned settings. The pre-school opens Monday to Friday from 9.15am until 12.15pm, during school term times. There are six members of childcare staff, two of whom hold early years qualifications at level 3 and two at level 2. A special educational needs coordinator supports the pre-school on one day each week and she holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

## Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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