

Inspection of Jigsaw Nursery School Pinner

Pinner Free Church, 70 Paines Lane, PINNER, Middlesex HA5 3BL

Inspection date: 12 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this setting where they feel safe, happy and relaxed. Staff collect a wealth of information from each child's parents so that they can meet children's individual needs. Children with special educational needs and/or disabilities receive high levels of support. Staff work seamlessly with outside agencies such as specialist teachers and speech and language colleagues. This helps to give children the focused support that they need. Staff have high expectations for behaviour. They are good role models and teach children about positive behaviour through the pre-school rules. Children behave well and are considerate to others. They take on responsibility in the pre-school and help to tidy away toys at the end of each session. Younger children share toys and equipment readily. Staff work hard to help children begin to control their feelings. They explain the routines of the day to calm children's frustrations when they want to continue playing outside. Children take pride in their achievements as they proudly show staff the 'cakes' they have made at the mud kitchen. Staff respond warmly to children due to the positive relationships they have with them. Staff have a good knowledge of children's abilities and support them to ensure they learn through play.

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

- Parents are highly complimentary about the setting. They say that they find staff and the manager very friendly and approachable. Staff work hard with parents to involve them in their child's development. Through workshops, staff share ideas with parents and let them borrow resources to help extend children's learning at home. Parents say that staff know their children well and are warm and welcoming.
- Children are immersed in the local community. Staff take them on regular trips. They teach children about cultures and traditions through stories, activities and celebrating festivals, and parents are invited to share their experiences. For example, recently children have learned about the Holi festival of colours.
- The manager and staff team closely monitor and track children's development to promptly identify potential gaps. Additional funding is used effectively to provide well-targeted resources and experiences, which some children need to help them achieve and develop so they make good progress.
- Staff plan the curriculum so that it effectively covers all areas of learning. Older children role play flower shops, confidently name their favourite flowers and learn to identify coins to buy them. They point out and name specific numbers around them. Children are evidently developing the skills they need for their eventual move to school. They use a variety of tools to develop their small-muscle skills, practise writing their names and learn to sound out familiar words during phonics sessions.
- Staff skilfully promote children's communication and language skills. For

instance, as children listen to favourite stories, staff encourage them to think about what might happen next. Staff give children opportunities to answer questions and they praise children as they reply. This helps children to develop their confidence to talk, and supports their growing vocabulary skills well.

- Children access a well-planned outdoor provision. They run around, take part in team games and curiously explore bugs and pine cones using magnifying glasses. Children develop their large-muscle skills as they use the obstacle course activities and jump on the trampoline.
- Children are encouraged to take care of their own personal needs, such as getting their coats on and blowing their nose. However, occasionally, staff do not consistently encourage children to manage tasks for themselves so that children become more independent during daily routines.
- Staff speak highly of the support they receive from managers. They have regular meetings where they can discuss their ideas and plan professional development. Staff say that they feel part of a team and value their colleagues' support and advice.
- Managers undertake regular supervision and observation of staff. However, this is not robust enough to monitor and identify inconsistencies in teaching. For example, staff sometimes miss opportunities that present themselves during children's play to challenge and extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team understand how to identify the signs and symptoms that could indicate a child is at risk of harm. They clearly understand how to report any concerns about children's welfare or the behaviour of another adult. Staff also demonstrate a good knowledge of wider safeguarding issues, including the 'Prevent' duty legislation and county lines. Thorough induction and ongoing support from the manager ensure staff remain alert to their responsibility to keep children safe. Staff are vigilant in their supervision of children. Continual risk assessment of the play areas, inside and outside, promotes children's safety.

What does the setting need to do to improve?

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

- support staff to improve the already high expectations they have for all children, with specific regard to children's growing independence
- build on the monitoring of staff's teaching to ensure they consistently extend and challenge children's learning fully.

Setting details

Unique reference number	EY368308
Local authority	Harrow
Inspection number	10137972
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 at time of inspection	1 to 4
Total number of places	90
Number of children on roll	86
Name of registered person	Sunbeams Childcare Limited
Registered person unique reference number	RP524893
Telephone number	0208 8689415
Date of previous inspection	20 May 2016

Information about this early years setting

Jigsaw Nursery School Pinner registered in 2007. The nursery employs 15 members of childcare staff, 14 of whom hold relevant qualifications ranging from level 3 to level 7. The nursery opens Monday to Friday, from 9am to midday and from 12.05pm to 3.05pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The inspector reviewed records and the provider's suitability checks of staff.
- The inspector observed staff practice and evaluated an activity with the manager.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector reviewed information from other professionals that the manager and staff liaise with.
- The inspector discussed with the manager how she reflects on, and develops, future practice.

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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