

Inspection of Jigsaw Montessori Nursery and Little Pieces Baby Unit

Love Lane, Petersfield, Hampshire GU31 4BW

Inspection date: 27 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by staff. Although parents no longer come into the setting due to COVID-19, children settle very quickly. Children have close relationships with their key person. They know that their key person will provide reassurance and support if they need it. Children eagerly choose resources to play with. They work together to build complex 'houses' using building blocks. Children proudly show staff their creations.

Children are respectful, kind and caring. They celebrate each other's achievements. Older children clap the younger children when they try to imitate hopping as they play hopscotch. Children behave well. From an early age, they understand the rules and routines of the nursery. For example, very young children try to put their toys away when they have finished playing. Children learn to understand and express their emotions. Older children discuss how they might feel in different scenarios with one another. They use words, such as 'excited' and 'nervous', to describe riding a bike.

Children enjoy being read to. They talk eagerly about what is happening in the story with staff. Children are encouraged to share their past experiences. Staff expertly build on these and introduce new vocabulary to children. For example, they introduce words, such as 'gorgonzola' and 'stilton', when children talk about the different cheeses they have at home.

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

- The passionate manager leads her team well. She creates a highly positive atmosphere for staff well-being. Staff speak warmly of the support they receive and comment that the manager is very approachable.
- All staff receive effective supervision from the manager. She holds regular discussions with staff to identify their strengths. The manager also identifies any areas to develop through observations of the staff. She ensures staff have opportunities to attend trainings to support their professional development.
- The manager and the staff have high expectations of the children, which is reflected in the well-thought-out curriculum. They have a strong understanding of what they want children to achieve at each stage of their learning. For example, older children will be independent with self-care skills, such as dressing themselves, before they move on to school.
- Children are highly motivated to learn. They listen attentively to each other. This includes very young children who develop the skills to sit and listen during group time. Children focus well and maintain high levels of attention during group activities.
- Children with special educational needs and/or disabilities are supported well.

Staff work closely with outside agencies to ensure appropriate strategies are used, both in nursery and at home. This helps to support children in making good progress in their learning.

- Parents speak highly of the nursery. They feel staff have 'gone above and beyond' with the support they provide to parents. Parents talk positively of the communication they receive. This includes regular feedback on their children's learning and development. Parents comment on how well staff know the children and their families.
- Babies show high levels of independence. They are keen to show their abilities to staff. Babies eagerly feed themselves at lunchtime. Staff value babies' opinions by giving them choices, such as 'sleep' or 'play'. Babies use eye contact, gestures and babble to communicate their choices. Staff respond quickly and attentively to their needs and wants. However, at times, staff do not use interactions effectively to challenge the youngest children in their learning and development.
- Overall, staff support children with their communication and language skills well. Children sing nursery rhymes together with staff frequently. Staff encourage children to talk about what they are doing and ask questions. However, at times, some staff do not always model the correct pronunciation of words.
- Children learn to keep themselves safe. Staff teach children how to risk assess and respond appropriately. For example, children notice that the balance beams are too wobbly, and staff help them work out how to make it safe again by moving the beams.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms that show that a child may be at risk from harm. They have a secure knowledge about what to do in the event of a concern. This includes reporting concerns to outside agencies. Staff attend regular training to keep their safeguarding knowledge up to date. They have a sound knowledge of wider safeguarding issues, such as radicalisation. The manager has a strong understanding of her role in safeguarding children. There is a robust safer recruitment process in place to ensure the suitability of staff. Staff work together to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- help staff understand how to further extend the learning and development of the youngest children
- ensure staff consistently model the correct pronunciation of words to support children's growing vocabulary and communication skills.

Setting details

Unique reference number	110256
Local authority	Hampshire
Inspection number	10219657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	22
Number of children on roll	35
Name of registered person	Jigsaw Montessori Nursery and Little Pieces Baby Unit
Registered person unique reference number	RP523825
Telephone number	01730 268787
Date of previous inspection	23 August 2016

Information about this early years setting

Jigsaw Montessori Nursery registered in 1996. It is situated in Petersfield, Hampshire. The nursery operates for 48 weeks of the year from Monday to Friday, between 8am and 6pm. The nursery receives funding to provide free early education to children aged two, three and four years, and follows the Montessori philosophy. There are six members of staff, all of whom hold level 3 early years qualifications.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- Parents shared their views with the inspector through discussions.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Children chatted to the inspector and shared their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022