

Inspection of Jigsaw Preschool

c/o THE BELLBIRD PRIMARY SCHOOL, Link Road, Cambridge CB22 3GB

Inspection date:

11 October 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider understands her responsibility to inform Ofsted of any changes. However, not all committee members have had their suitability checked. Children settle quickly on arrival, inspired by the inviting environment and activities that reflect their interests. They move confidently around the setting and make choices whether to play indoors or outdoors. Children are happy and show that they feel safe and secure.

Children understand the expectations in place. They know to wait for their turn to have snack, and learn real-life skills as they use pretend money in exchange for a healthy selection of food. Children are developing their independence. They prepare their own snack with the support of staff when needed. Children respond well to staff's use of questioning that challenges their critical thinking. They work out, through trial and error, how to attach a cardboard cone to their rocket. Children express a keen love of books. They listen intently to stories that staff read to them with such enthusiasm. Children benefit from nature walks in the local environment to help them to understand about the changes in seasons. They discover a hedgehog and learn to respect wildlife. Children are physically active. They develop strength and show high levels of perseverance as they climb and balance.

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

- The provider has not provided Ofsted with the necessary information, so that the required checks can be carried out for all committee members. Despite this, these individuals hold Disclosure and Barring Service checks and do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- Children develop strong bonds with the staff and their behaviour is good. They show respect for each other's personal space as they gather for whole-group times.
- Managers are supportive towards their staff and provide regular supervision sessions to help improve staff's practice. Training is targeted to meet the individual needs of staff and children. Staff share their new knowledge and skills with colleagues to support a consistent approach. Recent training has had a positive impact on improving children's early literacy skills.
- The managers and staff are implementing a new planning system to enable children to have ownership of their learning. Staff know the children well. However, they do not make the best possible use of their own observations and the initial information they obtain from parents about what children know and can do when they begin attending. This means that staff do not precisely plan for children's next steps in learning from the outset.

- Promoting children's personal, social and emotional development and preparing children for school is a clear priority for the staff team. Nearly all children move on to the on-site school. Strong links with the on-site school and other schools that children move on to ensure they become familiar with the school, staff and routines. This helps support their emotional well-being.
- The managers use additional funding to ensure all children benefit from enriching experiences. For instance, children thoroughly enjoy weekly interactive sessions by a visiting professional, they learn new songs and games that enhance their language skills and challenge their thinking.
- Children benefit from attending a setting that is fully inclusive and is effective at supporting children with special educational needs and/or disabilities. Staff work in close partnership with a range of external agencies to ensure that all families and children receive the support they need to make good progress.
- Staff skilfully follow children's interests. On occasion, staff do not support children to develop their mathematical skills effectively. For example, when children have a go at counting conkers, they do not aid their understanding of the correct sequence of numbers or help them to link quantities to numerals.
- Partnerships with parents are strong. Staff keep parents consistently informed of their children's good progress using a range of communication methods. Parents appreciate the ideas staff share to help support their children's learning at home. They particularly notice how their children have made good progress in their language skills. Parents describe the staff as 'very caring' and an 'extension of their own family'.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff team have a secure understanding of their duty to protect children. Staff take all necessary steps to ensure that children remain safe while in their care. They have a secure understanding of the signs that a child may be at risk of harm and know the procedures to follow if they have concerns. Rigorous recruitment and vetting arrangements are in place to ensure that staff working with children are suitable for their role. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Children cannot leave unsupervised and unauthorised visitors cannot gain access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide Ofsted with the details of individuals associated with the setting to enable them to carry out all relevant checks to verify their suitability.	25/10/2022
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To further improve the quality of the early years provision, the provider should:

- make the best use of initial information obtained from parents when children begin attending to plan precisely for their continued progress from an early stage
- enhance staff practice to help children develop their mathematical skills through their play.

Setting details

Unique reference number	EY479514
Local authority	Cambridgeshire
Inspection number	10233921
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	2 to 4
Total number of places	36
Number of children on roll	57
Name of registered person	Jigsaw Preschool CIO
Registered person unique reference number	RP533812
Telephone number	07842 537473
Date of previous inspection	3 November 2016

Information about this early years setting

Jigsaw Preschool was established in 1984 and re-registered in 2014. The setting is managed by a committee. There are 15 staff members who work directly with the children; of these, 12 hold a relevant childcare qualification at level 3 or above. The setting is open from 9am until 3pm, Monday to Friday during term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the provider.
- The inspector and deputy manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the deputy manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the joint managers and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and committee members.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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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