

Inspection of Jigsaw @ Poplar Primary School

Poplar Primary School, Poplar Road South, LONDON SW19 3JZ

Inspection date: 5 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff support children well, especially those who have recently joined the setting. They build strong relationships with the children, which makes them feel happy and safe. Staff encourage children to use their manners and to play well together. As a result, children are beginning to make friends with their peers. Staff are sensitive to children's individual personalities and play needs. Children benefit greatly from this inclusive approach.

Staff want children to be physically active. For instance, during a planned activity, they encourage children to move their bodies in different ways. Children delight as they stretch up high and bend down to touch their toes. Through comments, they show a good understanding of the effects of exercise on their bodies. Staff encourage children to have a go, particularly when taking off their shoes and socks for physical activities. Children gain good levels of independence skills. Outside, children are active as they play with ride-on toys and explore sensory activities. Staff take children out into the local community. They go on nature walks and collect natural resources, such as twigs and leaves, for investigation. This experience teaches children to use all their senses while learning about their surroundings.

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

- The manager and assistant manager act with integrity to ensure that all children, including children with special educational needs and/or disabilities, have full access to their entitlement to early education. They communicate the same high expectations to ensure that children reach their full potential. This helps children to make strong progress from their starting points.
- The manager acts as a good role model for the staff and children. She listens to the views of others, including outside agencies, which creates a calm and relaxed environment. Children respond well to this which has a positive impact on their attitudes to learning.
- Staff report that they receive high levels of support from the management team. They have regular meetings to discuss their performance and training needs. Staff have recently enhanced their knowledge of how to implement their learning intentions more effectively. This has increased children's motivation to play with purpose.
- Staff observe and assess children's learning well. They place a high importance on promoting children's language skills. For example, during water play, they check children's understanding and introduce words such as 'fins' and 'gills'. This helps to build on and extend children's vocabulary. However, the curriculum for mathematics is not as strong as it can be. On some occasions, staff do not extend children's learning about numbers and other mathematical concepts.

- Staff build good relationships with other professionals who are involved in children's learning and care needs. For example, they liaise effectively with a portage worker to teach children new skills for the next stage of their education. In addition, staff share relevant information with teachers at the host school to support children and their families.
- Staff work closely with parents. Parents agree that staff establish effective and trusting relationships with them. They describe staff as 'very welcoming, warm and patient'. Parents explain how attending has made a difference to their children's personal development. Although staff share information with parents, they are not fully consistent in keeping all parents informed about their children's learning and development. This does not ensure a consistent approach in supporting children to achieve their next steps.
- Staff praise children to promote positive behaviour. For example, they tell children 'well done' after they have successfully completed age-appropriate tasks. This gives children the confidence to do things for themselves.
- The manager evaluates their practice successfully and looks for ways to improve children's learning experiences. For instance, she has reviewed the indoor environment to help children recognise their name from their name cards. The manager is currently exploring other ways to extend the literacy provision to inspire boys to develop their early awareness of phonics.

Safeguarding

The arrangements for safeguarding are effective.

The manager has created a positive culture around safeguarding. She follows rigorous vetting procedures to check the suitability of staff to work with children. The manager deploys staff effectively to help keep children safe. She often reviews the security of the setting and carries out daily risk assessments to help minimise potential hazards to children. Staff fully understand their role and responsibilities to protect children from harm. They know how to identify signs of abuse and the action to take should they have any concerns about a child's welfare.

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 further develop children's understanding of early mathematics through their play and activities
- ensure that all parents are fully informed about their children's learning and development to help them continue to support their children to achieve.

Setting details

Unique reference number	2653081
Local authority	Merton
Inspection number	10305106
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	3 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Olamiju, Kolawole Ebenezer
Registered person unique reference number	RP906497
Telephone number	07379082658
Date of previous inspection	Not applicable

Information about this early years setting

Jigsaw at Poplar Primary School registered in 2021 and it is located in the London Borough of Merton. The setting is open during term time only, from 9am to 3pm, Monday to Friday. There are 12 members of staff, seven of whom hold early years qualifications at level 2 or level 3. The setting is in receipt of funding to provide early education for children aged three and four years. The setting also offers a breakfast club which is open from 7.45am to 8.45am and after-school club from 3.15pm to 6pm, Monday to Friday during term time only.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 gave the inspector a tour of the setting and explained how staff support children's learning.
- Parents shared their views on the quality of the provision with the inspector. They also left written feedback, which was taken into account.
- The inspector spoke with staff and looked at relevant documentation, including the suitability of staff working at the setting.
- The inspector observed children's play inside and outside. She engaged with the children at appropriate times during the inspection.

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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