

Inspection of Jigsaw Nursery School Pinner

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

Inspection date: 26 October 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are multiple breaches of safeguarding and welfare and learning and development requirements, that have a significant impact on children's safety and well-being. Children who may be vulnerable are not adequately monitored to ensure they are safe. Furthermore, the provider has failed to notify Ofsted of a change of manager. This is a requirement.

The planning and delivery of curriculum lacks ambition, so that every child can make good progress in their learning and development. Staff do not know how to sequence the curriculum for children to practise skills to help them progress to their next stage in learning. The manager and staff know what they want children to learn. For example, although staff know children need to learn to share and take turns, they are not deployed effectively and do not use appropriate or effective strategies to teach them. This results in some children struggling to regulate their behaviour and not engaging purposely.

Staff welcome children warmly as they arrive to nursery. This helps children go into nursery happy. Staff in their role as key persons do not adequately meet children's individual needs. They do not use information gathered from parents about their children's care and learning. In pre-school, staff do not prioritise supporting children in their settling-in period, including those who speak English as an additional language, to meet their needs. As a result, children show they do not feel secure or understand what is happening nor develop their confidence. This is detrimental to children's emotional well-being.

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

- Senior managers reported a significant event regarding a child managing to leave the nursery unnoticed, during outdoor play. A combination of numerous factors, as well as poor communication between staff, contributed to this incident. Risk assessments were not effective. This was a factor which contributed to a child being able to leave the nursery premises unattended.
- Staff supervision arrangements are weak. The provider does not monitor the manager's ability to identify and drive areas to improve, to maintain children's safe care and learning. The manager does not adequately support staff to improve their knowledge, practice and identify solutions to issues as they arise. This impacts on the quality of care, teaching and learning at this nursery.
- Senior management do not monitor children in need or work with external agencies involved to make sure they are safe when concerns arise.
- The provider does not ensure that staff receive training to improve their knowledge and understanding about appropriate latest government guidance for safe sleep for babies. Staff are not aware of risks involved around using cushions

around sleeping babies. This compromises children's health and safety.

- The key-person system is ineffective. In the baby room, there is a heavy emphasis on following a staff rota to change babies' nappies. This system did not support babies to build and form secure relationship with their key person during this important part of their care and well-being. Some staff do not engage babies. This results in babies wandering around with little support. The lack of an effective key person inhibits children's individual needs from being met and does not support children to build secure relationships.
- Staff deployment and supervision of children during outdoor play are weak. The provider does not ensure staff understand their responsibilities to work as a team and communicate effectively with one another to ensure the welfare and safety of children. This has resulted in a significant safeguarding incident, where a child left the nursery premises unnoticed. This seriously compromises the safety and well-being of children.
- Staff do not model behaviour management strategies effectively to help children regulate their behaviour and emotions. For example, in the toddler room, some staff use inappropriate intervention when children find it difficult to share. In pre-school, staff remind children that 'sharing is caring' but offer few alternative strategies to help them understand expectations of their behaviour. Staff routinely lift children, serve snacks and wipe children's noses from behind them, without getting down to children's level, facing them and talking or explaining to them about what they are going to do. This compromises children's welfare, safety and well-being.
- The provider does not have effective strategies or the knowledge to support children with emerging or diagnosed special educational needs and/or disabilities. Despite information obtained from external agencies about important information, the manager and staff are unaware of the information held and the importance of sharing any emerging information that may safeguard children. This seriously compromises children's welfare, safety and well-being.
- The quality of teaching is weak. Staff are not adequately deployed to meet the children's individual needs or support them in their chosen play and activities. In toddlers, some staff struggle to support bigger groups of children, while other staff sit with one or two children without maintaining adequate peripheral vision to support other children or their colleagues. Staff adopt a hovering position, which results in children not having opportunities to develop purposeful and meaningful communication with staff. In pre-school, staff do not given children enough time to think and respond to questions they ask. Children who speak English as an additional language do not receive the support they need to develop their comprehension skills. This means children do not make the progress they should to progress to their next steps in learning.
- Children benefit and enjoy healthy and fresh meals prepared on site. They practise handwashing as part of their daily routines. This contributes to their health and well-being.
- Parents say they find the staff friendly and approachable and that their children are happy to attend.

Safeguarding

The arrangements for safeguarding are not effective.

There is a poor safeguarding culture in this setting due to the significant weaknesses in the leadership and management. Staff and the designated safeguarding lead are aware of child protection matters that may give rise to concerns. However, they are not aware of the correct reporting procedures to follow should concerns arise, this includes when allegations are made against adults working with children. Senior managers do not take adequate or prompt action when safeguarding concerns are brought to their attention. This seriously compromises children's welfare, safety and well-being.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the designated safeguarding lead monitors ongoing welfare concerns about children and liaises with relevant external agencies to keep them informed of these concerns where necessary	10/11/2023
make sure the designated safeguarding lead and staff gain a secure knowledge about the appropriate safeguarding reporting procedures to follow, including when there is an allegation against adults working with children	10/11/2023
implement effective staff coaching, guidance and monitoring to help staff improve their knowledge and practice	10/11/2023
ensure staff understand and implement the latest government guidance for safe sleep for babies	10/11/2023

improve arrangements for staff deployment to ensure that children are appropriately supervised to keep them safe and effectively supported in their learning and development	10/11/2023
ensure staff manage children's behaviour in a way that keeps them safe, supports their wellbeing and helps them to understand expected behaviour	10/11/2023
take immediate steps to identify and remove or minimise potential hazards that pose a risk to children's safety	10/11/2023
implement appropriate arrangements to support children with special educational needs and/or disabilities, including working with relevant external agencies.	10/11/2023

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

	Due date
improve the curriculum planning and delivery, so that all adults understand what they are expected to teach the children and all children benefit from appropriate and well-planned activities	22/12/2023
improve the programme to support children to develop their communication and language skills, this includes children who speak English as an additional language.	22/12/2023

Setting details

Unique reference number	EY368308
Local authority	Harrow
Inspection number	10314656
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	0 to 4
Total number of places	60
Number of children on roll	71
Name of registered person	Sunbeams Childcare Limited
Registered person unique reference number	RP524893
Telephone number	0208 8689415
Date of previous inspection	12 March 2020

Information about this early years setting

Jigsaw Nursery School Pinner registered in 2007. The nursery employs 23 members of staff, 14 of whom hold relevant qualifications ranging from level 2 to level 6; six staff are unqualified and three staff are deployed as kitchen or office staff. The nursery opens Monday to Friday, from 8am to 6pm, all year around except Christmas holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Seema Parmar

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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