

Inspection of Jigsaw Pre-School

Bury Park Community Resource Centre, 161-161b Dunstable Road, LUTON LU1
1BW

Inspection date: 25 September 2024

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 arrive happily at the pre-school; friendly staff greet them at the door and show children that they are pleased to see them. Children demonstrate their developing independence skills as they sort out their belongings and know what to do to self-register. The key-person system is a strength of the pre-school. Key persons ensure their children receive tailored support that is unique to them. This helps children to settle and feel secure. Children seek out their key person for a quick cuddle or to share their pictures with. Staff are always available for these spontaneous interactions, and this has a positive impact on children's well-being.

Children are learning well as they work through the curriculum, which is planned with each child's needs in mind. Staff know what they want children to learn and the steps they need to work through to achieve vital skills for moving on to school. Children who are learning English as an additional language (EAL) or show early signs of special educational needs and/or disabilities are well supported. Staff are quick to identify gaps in children's learning and put referrals in place to access early help. Children enjoy exploring different resources, such as sand and paint. They engage well in their chosen activity, and children's behaviour is good.

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

- Staff take time to get to know children and their families when they first join the pre-school. They gain in-depth information that helps them to understand and plan for children's individual care and learning needs. Ongoing information-sharing with parents enables staff to keep their knowledge of children and families current. As a result, children are supported to make consistently good progress.
- Children are busy and keen to explore the engaging environment. They have opportunities to move from indoors to outdoors as they choose. As children engage in their play, staff support them to develop their speech and language skills. This is especially important, as most children speak EAL. Staff praise children as they use new words in context. For example, children describe a full container as 'heavy'.
- Staff help children to understand and celebrate what makes them unique and what they have in common with others. They teach children about the cultures, religions and languages they share. Children are learning how to share and celebrate their differences. They learn about tolerance and respect for other people as staff constantly model this.
- Parents' comments about the pre-school and staff are positive. They state their children have a strong attachment to their key person. Parents say their children are making good progress and are keen to attend, often asking if they can go to pre-school at the weekend.

- Staff teach children the importance of leading a healthy lifestyle. For instance, at snack time, staff initiate discussions with children about their favourite fruit and vegetables. Staff are proactive in encouraging parents to visit the dentist with their children. They take their support further, if it is needed, such as if there is a language barrier to parents contacting health professionals.
- Staff observe and assess children's development as they play and explore. They provide a wide range of varied activities that are often led by children's own interests. Staff interact well with individual children and build on the learning they see taking place. However, they do not use their good teaching skills to bring children together in their play. For example, children at the same activity play alongside each other, such as in role play. Although staff join in, they do not always facilitate more cooperative play between children.
- The provider has robust recruitment procedures in place to help ensure staff are suitable to work with children. Staff report that they are supported well by the provider and that their well-being is good. There are secure systems in place to support staff's practice and to help them develop further, such as through supervision meetings and training. Staff are supported to undertake qualifications and recognise the positive impact this has on their knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 their teaching skills in order to facilitate and encourage children to engage in more purposeful play and learning together.

Setting details

Unique reference number	105270
Local authority	Luton
Inspection number	10355079
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	18
Number of children on roll	10
Name of registered person	Munir, Amtiaz
Registered person unique reference number	RP905417
Telephone number	01582 488369
Date of previous inspection	16 November 2018

Information about this early years setting

Jigsaw Pre-School registered in 2000. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time, from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- 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.
- A joint observation was carried out and discussed with the manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of the staff working in the nursery.
- The inspector spoke with staff, parents and children at appropriate times and took account of 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 2024