

Jigsaw Pre-School

St. Johns C of E Infant School, Abshot Road, FAREHAM, Hampshire, PO14 4NH



Inspection date

28 April 2015

Previous inspection date

2 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective leadership and management ensures the safe and smooth running of the pre-school. All those involved have a clear understanding of their responsibilities to protect children, and know how to respond to child protection concerns.
- All staff and parents are fully involved in the self-evaluation process, which improves outcomes for children. Staff provide a safe environment that is accessible to children of different ages, abilities and backgrounds.
- Management successfully identifies staff training needs and uses supervision effectively to increase staff professional development, which benefits children.
- Staff forge trusting relationships with parents and secure attachments with children, which promote children's well-being effectively and provide a strong base for their learning. Strong partnerships with other early years providers and professionals involved in children's care and learning help staff meet children's individual needs well, including those with additional needs.
- Staff use assessment effectively to help them plan and provide tailored support for each child. As a result, all children make good progress given their starting points on entry and develop the skills required for future learning.

It is not yet outstanding because:

- On occasions, some staff rush through songs and do not leave enough time for children to think and respond to questions, to fully promote all children's understanding and learning.
- Staff do not always seize changes to promote counting and problem solving to enhance children's mathematical skills, particularly during routine activities.

What the setting needs to do to improve further

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

- raise teaching to a consistently very high quality by developing staff skills in how to extend children's communication and language, and by making the most of all opportunities to develop children's skills in counting and calculation, for example, as part of the daily routines.

Inspection activities

- The inspector observed children and staff interaction during play and learning activities, and viewed the play areas and resources.
- The inspector undertook two joint observations with the pre-school's supervisor.
- The inspector had discussions with some of the management team about the pre-school's policies and procedures; how they evaluate the provision, manage safety and security, record children's attendance, and how they use staff supervision to bring about improvements.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views on the pre-school.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The sessions are a good balance of child-initiated and adult-led activities, some of which are planned and some spontaneous. Staff place a high focus on developing children's communication and language skills and follow a national scheme effectively to help them do so. Skilled staff plan small group activities to help children increase their listening and attention skills and to work with others. For example, children happily take it in turns to choose the songs to sing. All staff engage children through talking as they play. Children are confident talkers and have good pencil control. They drew pictures of and described the people in their families competently. Most staff use effective ways to encourage children to increase their vocabularies by giving a commentary of what children are doing and asking questions that encourage children to think. Staff described children's drawings as having 'small legs and a big head', which promoted children's understanding of size. Staff adapt activities to meet each child's ability, for example, by drawing a face and encouraging children to draw the features while talking about their family. Children are eager to take part. They lead their own learning as they use and experiment with the wide range of resources staff provide, for instance, by adding sand to the paint.

The contribution of the early years provision to the well-being of children is good

Staff have good knowledge of each child, their home backgrounds and their specific needs. Children feel safe and secure as they learn the daily routines, such as snack time. They pour their drinks, help to prepare the healthy foods staff provide and wash their plates, which promotes their independence well. Staff encourage parents to provide healthy lunch boxes. Staff teach children to be responsible for their own safety and to follow rules effectively as they remind children to walk indoors. Staff meet children's physical needs well. They work closely with parents to support children who are toilet training. Children benefit from spending lots of time outdoors, which promotes their good health and widens their interesting experiences. For example, children excitedly ran freely over the grass to reach the woods when going on a bug hunt.

The effectiveness of the leadership and management of the early years provision is good

Management meets requirements and safeguards children well. Management follows effective employment procedures and ensures the ongoing suitability of staff to work with children. The manager monitors the educational programme and children's progress effectively. She has made improvements for specific groups including the two-year-olds since the previous inspection to maintain good standards. Staff share what they have learnt through training. More experienced and better qualified staff model best practice.

Setting details

Unique reference number	EY391273
Local authority	Hampshire
Inspection number	830326
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	Jigsaw Pre-school
Date of previous inspection	2 November 2009
Telephone number	07960 275 793

Jigsaw Pre-School registered in 2009. It operates from a building in the grounds of St. John The Baptist Church of England Primary School in the PO14 area of Fareham. The pre-school opens each weekday during school terms. Sessions are from 9am until 3pm, Monday to Thursday, and from 9am until 1pm on Friday. The pre-school is funded for the provision of free early education to children aged two-, three- and four-years-old. Nine members of staff, including the manager, work with children. Of these, one holds a degree, two hold a foundation degree in early years and four of the remaining staff hold a relevant early years qualification at Level 3.

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