Jigsaw Pre-school
Locks Heath Community Centre, 122 Locks Heath Park Road, Locks Heath, Southampton, SO31 6LZ

Inspection date: 21 April 2015
Previous inspection date: 10 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

- Staff have an accurate understanding of how children learn and provide enjoyable activities that help children make good progress in their learning and development.
- Each day, children participate in small group activities planned by their key person to focus on their individual learning needs and help them consolidate and progress in learning.
- The key-person system is well embedded and has a significant impact on children's well-being and development. Key persons undertake observations and assessments resulting in them having a significant understanding of each child's needs.
- The pre-school procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care.
- The management inspires successful team working. There are good staff support systems. Management encourages staff to undertake regular training to develop their teaching skills and knowledge further.
- All children benefit from the open communication and two-way flow of information between the pre-school staff and their parents.

It is not yet outstanding because:

- During snack time, staff do not promote children's independence fully, as they carry out tasks that children could do themselves, such as pouring their own drinks.
- Information gained from new parents is not always focused on children's learning to inform planning from the start.
What the setting needs to do to improve further

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

- extend the information obtained from parents to reflect more directly to their children’s achievements as they start at the pre-school
- offer children more opportunities to have responsibility and carry out routine tasks themselves, for example, by allowing them to pour their own drinks at snack time.

Inspection activities

- The inspector observed the children’s activities and the quality of staff teaching.
- The inspector undertook joint observations with the supervisor.
- The inspector sampled the information kept on the children, including observations, assessments and monitoring.
- The inspector spoke to the children, staff and parents.

Inspector
Amanda Shedden
Inspection findings

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

Children are very keen to join in the range of activities. Good questions from staff help children to think and contribute their previous knowledge. While acting out a favourite story, the children predicted what was going to happen next and used the resources in the garden to represent rivers, forests, hills and long grass. The learning environment enables all children to have equal access to the resources, activities and time with the staff. The interaction and deployment of staff enhance children's choices as they purposefully engage with the children in their chosen activity. Children are continually assessed by staff, who use this information to make worthwhile activity plans and use their initiative to incorporate children's interests in the activities. This ensures that children are engaged and motivated to learn.

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

Each child has a key person who helps children form secure attachments, building on their confidence and self-esteem. This means that children are emotionally prepared for their next stage of learning. The key person communicates well with parents. However, information collected when children first start is not always focused on their achievements at home to inform planning from the start. The setting is well organised to ensure good-quality care and education is provided for all children. The stimulating environment, both indoors and outdoors, promotes children's development across all areas of learning. Children have access to a varied range of quality resources and activities. Children are extremely confident as they select from the extensive and stimulating resources themselves. Children are generally encouraged to become independent, however, at snack time this is not fully in place. Children's good behaviour is promoted and shared with parents through a display of children's achievements on a 'celebration tree'.

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

Management and staff implement the learning and welfare requirements. Robust recruitment procedures are in place and staff's ongoing suitability is checked frequently. Meetings take place to review their knowledge and skills on a regular basis. Staff identify training courses or workshops to attend to support and improve outcomes for children. Recent training has resulted in changes to the environment that benefit children's learning. Effective monitoring of children's achievements is fully in place and activity plans made to ensure that all children are given opportunities to achieve to the best of their abilities. Staff work well with other agencies to make individual learning plans for children with specific needs to ensure that they are offered continuity in their learning and make the best possible progress. All users contribute their views, and management and staff continually evaluate practice to review the quality of provision. Management has made improvements since the last inspection and identified future areas for development.
### Setting details

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>EY391264</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local authority</strong></td>
<td>Hampshire</td>
</tr>
<tr>
<td><strong>Inspection number</strong></td>
<td>830325</td>
</tr>
<tr>
<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
</tr>
<tr>
<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td><strong>Age range of children</strong></td>
<td>2 - 5</td>
</tr>
<tr>
<td><strong>Total number of places</strong></td>
<td>35</td>
</tr>
<tr>
<td><strong>Number of children on roll</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Name of provider</strong></td>
<td>Jigsaw Pre-school</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>10 November 2009</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>01489 600 627</td>
</tr>
</tbody>
</table>

Jigsaw Pre-school opened in 2009. It is one of two settings run by the same limited company. It operates from The Memorial Hall in Locks Heath Park Road. The pre-school has sole use of the building during operating hours and there is an enclosed garden available for outdoor play. The pre-school opens five days a week, from 9am to 3pm, during term time only. The pre-school employs 12 staff to work with the children. Of these, eleven hold a suitable childcare qualification.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance ‘Complaints procedure: raising concerns and making complaints about Ofsted’, which is available from Ofsted’s website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.
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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted
© Crown copyright 2015