

# Jigsaw Pre-school

Locks Heath Community Centre, 122 Locks Heath Park Road, Locks Heath,  
Southampton, SO31 6LZ



<b>Inspection date</b>	21 April 2015
Previous inspection date	10 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## 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 focussed on children's learning to inform planning from the start.

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## 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

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**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.

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**Setting details**

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

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.

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