

Inspection of Jigsaw Nursery School

Whichers Gate Road, Rowland's Castle, Hampshire PO9 6BB

Inspection date: 10 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The manager and practitioners create a nurturing and safe environment for all children. They help promote children's self-esteem and independence well. For example, children take pleasure in finding their peg pictures and collecting their lunch boxes at lunchtime. Those children with special educational needs and/or disabilities have their individual learning needs met well. Practitioners set high expectations for all children. This provides an environment of mutual respect and positive attitudes. Children show delight in their learning. For example, during a story about a caterpillar, children share previous learning experiences. They remember special props that practitioners used to explain cocoons and butterflies. This learning experience captured children's interest and enabled them to link the experiences. Children demonstrate high levels of curiosity as they explore their learning environment. They move comfortably between indoors and out. They take pride in their achievements as they successfully use hammers during a woodwork activity. They show physical strength and persistence when using saws. Children manage their own risks well, as they demonstrate how to use the tools safely.

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

- The manager and practitioners create a well-planned environment that covers all areas of learning within the curriculum. The recent changes to their planning have enabled them to focus on observing children to see what they can do, which informs their future planning. For example, children show an interest in what happens in the office. As a result, practitioners create an office for the children. This promotes the use of technology, recognising familiar letters and the use of numbers. These observations of children's interests have a positive impact on new children settling into the environment.
- Children demonstrate they feel safe and secure as they confidently access their chosen learning. Practitioners have developed a respectful culture. Children use good manners at the lunch table and show kindness to one another during activities. They are happy when engaging with their key person and peers. Together they learn how to manage their own emotions and conflicts well.
- Children have the opportunities to choose where and what they would like to play with in the indoor and outdoor environment. This helps them to develop their decision-making skills and allows them to develop their own likes and dislikes. For example, children concentrate as they explore dough using a range of tools. Others work together outside to build a large construction obstacle course. Friendships are developed as children play alongside one another at their chosen tasks.
- The manager has a clear vision for the setting. She works effectively with the team of practitioners to evaluate and develop the environment for children. Together they have created a development plan to enhance their curriculum

further. Recently they attended a training course about learning environments. This inspired them to develop a cosy space for children. This has provided children with a space where they can relax and look at books. Practitioners have noticed a positive increase in children's interest in stories and further development within their communication and language. These skills prepare children well for their future learning.

- Parents share that their children have settled in well to the setting. Children have formed good attachments with their key person and are enjoying the play opportunities both indoors and out.
- Children in receipt of additional funding do not attend their regular sessions consistently. This impacts older children's learning and development.
- The manager has systems in place to monitor and support practitioners. However, it is not yet focused sharply enough on helping to enhance the quality of teaching to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the lead for safeguarding and child protection in the setting and sets a culture for keeping children safe. She demonstrates a robust understanding of her roles and responsibilities. She knows how to refer concerns to outside agencies and work with the local authority should there be an allegation about a member of staff. She supports children and families through child protection cases and also trains practitioners to know and understand their responsibilities. Practitioners know signs and indicators of abuse, including how to report welfare concerns. They complete relevant documentation to ensure the safety of children, including risk assessments and accident logs.

What does the setting need to do to improve?

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

- support children's progress by ensuring that parents understand the importance of good attendance and how this supports children for their next stage of learning
- extend the existing systems for supervision and monitoring of practitioners' teaching to provide the highest level of challenge to children.

Setting details

Unique reference number	EY345805
Local authority	Hampshire
Inspection number	10108639
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	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Jigsaw at St John's Committee
Registered person unique reference number	RP904831
Telephone number	023 9241 2095
Date of previous inspection	5 May 2015

Information about this early years setting

Jigsaw Nursery School registered in 2008. The nursery is committee run and is situated in St John's school grounds. It operates from 8.30am to 5pm, during term times only. There are six staff members employed in the nursery, who all hold relevant early years qualifications at level 3 or above. The manager holds a foundation degree in early years education.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and manager carried out a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, practitioners, committee members and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks, policies and procedures and safeguarding documents.
- A leadership meeting was held with the inspector and manager.

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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