The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Good</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well the early years provision meets the needs of the range of children who attend</td>
<td>Previous inspection:</td>
<td>Satisfactory</td>
<td>3</td>
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<tr>
<td>The contribution of the early years provision to the well-being of children</td>
<td>Good</td>
<td>2</td>
<td></td>
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<tr>
<td>The effectiveness of the leadership and management of the early years provision</td>
<td>Good</td>
<td>2</td>
<td></td>
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<tr>
<td>The setting meets legal requirements for early years settings</td>
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Summary of key findings for parents

**This provision is good**

- Children thoroughly enjoy their time at the pre-school. They make friends easily and have very positive relationships with the staff. As a result, children are confident and are very well prepared for starting school.

- The quality of teaching is good. Staff make full use of the majority of activities to support and extend children's learning, both inside and outside.

- The skills and expertise of the staff mean that children benefit from high quality learning activities which are mainly based around their individual needs and interests. This means children make good progress in their learning.

- The leadership team plays a fundamental part in ensuring priority improvement areas are always addressed. Detailed action plans mean that staff continually reflect on their practice and change aspects of the daily routine to make things even better.

- The key person system works especially well to support children's well-being, especially for the two-year olds.

**It is not yet outstanding because:**

- Some group activities are not used well enough to support all children's learning, especially those who are quieter, less confident, or those who require more challenging activities.

- The timing of some large group activities means sometimes children's learning and creativity is interrupted.

- Not all information recorded about children's learning is used sufficiently well to ensure specific groups of children make good or better progress.
What the setting needs to do to improve further

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

- review the organisation of group activities to a) increase the opportunities for children to experience uninterrupted periods of learning, and b) ensure that all children's learning needs and interests are consistently met, especially those children who are quieter, or more able.
- improve the use of information about children's learning to be able to more clearly show the progress different groups of children make from their initial starting points.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children's learning, both inside and outside.
- The inspector sampled a range of records and documentation, including children's learning journals and the records used to track children's progress.
- The inspector met with the chair person of the management committee.
- The inspector spoke with a number of parents present on the day of inspection.

Inspector

Jo Caswell HMI
Inspection findings

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

Children make good progress in their learning as staff utilise their expertise well to plan stimulating learning opportunities. For example, they support boys' imaginative play and early writing skills particularly well through creative play focused on pirates, super-heroes and the police. Consequently, boys are thoroughly engaged in their play and this has a very positive impact on their learning. The quality of teaching across most activities is good and staff interact very effectively to encourage children to think things through and develop their knowledge. This means children become very engaged in their learning and concentrate for long periods of time. However, some aspects of the daily routine sometimes hinder this as children are called together for a group activity. Although the quality of teaching is generally good during these times, the interruption in learning does inhibit the progress children make. The organisation of some large group activities means some children benefit more from these sessions than others. Quieter, less confident and the more able children are sometimes less involved and this restricts the amount of progress these children make during these activities.

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

Good attention is paid towards keeping children safe and relevant precautions are taken to keep the premises secure. Children have many opportunities to be physically active outside. This enhances children's physical well-being and encourages them to be active in their learning. Many opportunities within the daily routine encourage children to develop independence and become confident in making friends and building relationships with adults. As a result, children approach staff confidently for support and reassurance and this has a very positive impact on their emotional well-being.

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

Since the last inspection, a new manager with qualified teacher status has been appointed. Within a short space of time, significant improvements are already being seen. This view is acknowledged by parents too. The manager has carried out an extensive review of the pre-school and has prioritised the relevant areas for development. Although detailed information is known about the progress individual children make, systems to monitor the progress of different groups of children, such as the more able children, are still in the early stages. The manager's expertise in teaching is evident in the way in which the pre-school runs. Comprehensive systems are in place to review the quality of provision. Staff development is now a key priority and all staff have benefited from external training and regular supervision meetings. As a consequence, many aspects of the daily routine have been improved. For example, staff have reviewed the organisation of the creative area to make it more inspiring for children. The management committee plays a fundamental part in ensuring the pre-school offers high quality provision. Parents now confirm they receive more information about their children's progress and the pre-school programme. Parents described the staff team as 'fantastic'.
Setting details

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<tr>
<th>Unique reference number</th>
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<td>Local authority</td>
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<td>Type of provision</td>
<td>Full-time provision</td>
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<td>Registration category</td>
<td>Childcare - Non-Domestic</td>
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<td>Age range of children</td>
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<td>Number of children on roll</td>
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<td>Name of provider</td>
<td>Jigsaw Advisory Group Committee</td>
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<td>Date of previous inspection</td>
<td>10 November 2011</td>
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<td>Telephone number</td>
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Jigsaw Pre-School has been registered since 1999. It operates from the Holy Trinity Church in Claygate, Surrey and is open from Monday to Friday, term time only. Sessions run from 9:00am to 12:15pm each day. An optional lunch club is available every day from 12:15pm to 1:30pm. On Monday, Wednesday and Thursday an extended day option is available. Children aged two years may also attend sessions on these days from 12:30pm to 3:00pm. The pre-school is owned by Holy Trinity Church and is managed by the Jigsaw Management Group. This is a voluntary committee appointed by the church council. There are currently 54 children aged from two to four years on roll. The pre-school receives funding for children aged three and four years. In total, 11 staff work with the children. The manager is a qualified early years teacher.

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