

# The Jigsaw Club Ltd

Marus Bridge Primary School, Kelvin Grove, WIGAN, Lancashire, WN3 6SP



<b>Inspection date</b>	25 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The management team is highly ambitious. They are keen to work towards providing a service of the highest quality. Mostly, they make good use of their high levels of qualification and training to identify ways to continually improve the provision for children.
- Children have a clear sense of belonging and relax as they play and have fun together. They confidently explore the indoor and outdoor space, making good use of the interesting play opportunities on offer. Their behaviour is very good.
- Staff take time to play with children. They support all children to join in and model how to take part and achieve tasks which extend children's learning as they play.
- Children and parents form positive relationships with staff, who know the children and their families well. They are encouraged to share information, which helps staff to fully understand children's emotional and care needs. Parents mainly express very high levels of trust and satisfaction.
- Safeguarding is highly prioritised. Lead staff have an excellent understanding of issues around child protection. They implement secure procedures and work very closely with relevant partners to help keep children safe.

### It is not yet outstanding because:

- Leaders do not always make the best possible use of opportunities for staff to share expertise and help create consistently high-quality practice across the team.
- Staff do not make very best use of their strong relationships with school to obtain precise information about how best to support each child's play while attending the club.

## What the setting needs to do to improve further

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

- strengthen the opportunities to develop consistently high levels of practice across the team and provide increased opportunities to share expertise
- build on the already good relationships with the host school and discuss how to provide the very best support for each child's play and experiences in the club.

### Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views and those of others using the setting's own feedback questionnaires.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are safely recruited and vetted. They attend essential training, such as first aid and child protection. The manager has a secure working knowledge of responding to concerns to help keep children safe. She gives high priority to providing highly effective support for the children and families who need it most. The manager implements clear operational procedures. These include the safe storage of mobile phones and ensuring that all required records are maintained and available for inspection. Good numbers of staff are well deployed to supervise children. Safety is given high priority and staff use intercom systems to ensure they are in contact with each other when they take children to play outside. Staff performance is monitored and staff are, in the main, guided well. The manager is highly reflective. She checks and audits quality and continually looks for new ideas to improve the organisation of the provision.

### Quality of teaching, learning and assessment is good

Staff provide activities which link to themes that children are covering in class. This complements and reinforces the general learning that takes place in school. For example, to support the school theme about dinosaurs, dinosaur toys and imaginative play opportunities have been provided in the club. Additionally, staff provide card games to help reinforce children's understanding of letters and the sounds. Staff listen to children's views to plan and shape the activities in ways which fully engage them. Children know what additional toys are available and confidently ask for favourite things to play with. Staff play alongside children, making suggestions, prompting when needed and modelling how to complete activities. This helps to engage all children in a way which responds to their general level of development. Staff link very closely with teachers in school to plan even more precisely to meet the needs of children who have special educational needs or disabilities.

### Personal development, behaviour and welfare are good

A key-person system is used effectively to ensure children are well supported and have a smooth transition between the setting and school. Children develop strong bonds with the friendly staff and enjoy their interaction and conversation during play. They develop a strong sense of security and are confident to make full use of the available space to have fun or to relax together. Children know what is expected because staff implement consistent routines. Staff recognise the importance of children being able to play energetically outside after school. They make good use of the courtyard and playground to achieve this. Healthy lifestyles are also encouraged through the provision of food and drink, such as healthy breakfasts and after-school snacks. Staff make good use of snack times to extend children's awareness of the wider world, such as tasting different cultural foods. Children's physical and social skills develop well. Staff give good emphasis to providing play which supports these aspects of their development, for example, small-group games. The provision supports children to develop the confident attitudes they need to continue being good learners in school.

## Setting details

<b>Unique reference number</b>	EY484651
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1004642
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	The Jigsaw Club Ltd
<b>Registered person unique reference number</b>	RP902379
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07903338524

The Jigsaw Club Ltd was registered in 2015. It is one of two settings operated by the company. The club employs 10 members of childcare staff who work across both settings. Of these, eight hold appropriate early years qualifications at level 2 and above, including one who is qualified at degree level. The club operates from designated areas within Marus Bridge Primary School. It opens Monday to Friday during term time from 7.30am until 9am and from 3.25pm until 5.45pm.

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