



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Jigsaw Preschool  
New Life Church  
Spa Road East  
Llandrindod+Wells  
Powys  
LD1 5ES**

**Date of inspection: November 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Jigsaw Preschool

Name of setting	Jigsaw Preschool
Category of care provided	Full day care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Timothy Price
Person in charge	Hannah Davies
Number of places	40
Age range of children	2 to 5 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	20
Opening days / times	8:15am to 17:15pm, Monday to Friday
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	22/01/2018
Date of previous Estyn inspection	Not applicable
Dates of this inspection visit(s)	19/11/2019

Additional information

All children speak English as their first language.

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

R1 Provide greater opportunities for children to develop their understanding of writing for different purposes effectively

R2 Ensure that leaders promote purposeful opportunities for children to develop their Welsh language skills successfully

## **What happens next**

Estyn and CIW will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### **Wellbeing: Good**

Nearly all children have a strong voice and make choices about where to play and what to play with. Many communicate well and express themselves and their needs confidently in the knowledge that practitioners will respond and listen to them respectfully. For example, when younger children ask a practitioner if they can paint, they are encouraged to collect paper and a brush. Many children are involved in deciding the activities available, which results in them being interested and engaged in their learning and play.

Most children enter the setting happily and cope well with separating from their parents. They are familiar with daily routines and this helps to develop a sense of security. Nearly all children form positive bonds with practitioners and feel valued because their efforts and achievements are celebrated. For example, children show pride as practitioners praise them and take a photograph of a castle they have built using blocks.

Nearly all children behave well. They develop a clear sense of right and wrong and are polite and respectful to practitioners and each other. Many children share, take turns and show kindness to others. For example, they help a friend who is struggling to move a heavy plank of wood in the outdoor area. Most children respond positively to requests, such as when they tidy up or sit in a circle for group time.

Nearly all children engage in a range of interesting activities effectively. They become enthusiastic and curious learners, enjoying free play and exploration. For example, when uncooked pasta is dropped onto the floor, children discover that it crunches as you step on it, and this turns into a fun activity. Most children focus well for an appropriate length of time for their age and stage of development. For example, they concentrate and persevere as they use a safety knife to cut vegetables and fruit to make 'salad' and 'pear pie' in the role-play area.

Most children develop their independence and skills successfully for their age and stage of development. They wash their hands with minimal support and older children eat their meals without help. They are confident to experiment and not afraid of getting things wrong. For example, they try different approaches and persevere as they try to catch a ball, as it rolls off a length of guttering.

### **Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Most children make good progress from their individual starting points, particularly in the development of their information and communication technology (ICT), personal and social and communication skills. For example, they gain a friend's attention and encourage them to smile before taking their photograph using a digital camera successfully. A majority of children are beginning to co-operate with each other effectively, such as when they sing a simple song together or make a 'ball' out of play dough for a friend.

Overall most children develop their literacy skills well. They listen carefully to stories and respond with interest. A minority chat confidently about non-fiction texts, such as when they explain why a builder needs to wear a hard hat as they look at a book about building houses. Most children develop their mark making skills appropriately using a tablet computer, pencils and paints. A very few children are beginning to develop an understanding of writing for a purpose, such as when they pretend to take a food order in the role-play area. However, children's early writing skills are generally underdeveloped.

Most children's numeracy skills develop well from their starting points. They count objects accurately to five and say numbers in order to at least ten. Most children are beginning to recognise a few simple two-dimensional shapes, and many make good use of mathematical vocabulary. For example, they tell a practitioner that they need 'two more' sticks when making a model house.

Most children make good progress in the development of their physical skills. They negotiate space well as they stretch, jump and balance when exploring a stimulating climbing area. A few children set themselves challenging balancing activities. For example, they walk along raised planks and tyres skilfully. Most children develop their co-ordination well when they use a range of tools, such as hammers, safety knives and sticks successfully.

Most children develop their creative skills effectively, such as when they produce a picture of a 'windmill' using sticks or use simple instruments to try and keep a steady beat. Many children are beginning to develop their thinking skills well. For example, they work out how to get from the crates to the tyres using a large plank to form a bridge successfully.

During their time at the setting, most children develop their Welsh language skills appropriately in relation to their starting points. Many children join in enthusiastically with a 'goodbye song' sung in Welsh. A few children answer simple questions about colours when asked in a combination of English and Welsh. However, children's Welsh language skills are generally limited.

### **Care and development: Good**

Practitioners implement the setting's policies and procedures effectively and are knowledgeable about their roles and responsibilities in relation to keeping children safe and healthy. For example, they support and encourage children to wash their hands at appropriate times and provide healthy snack choices. All practitioners attend training on safeguarding, food hygiene and paediatric first aid. They administer medication appropriately and record accidents and incidents effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners manage interactions well. They share a consistent approach to managing behaviour and are positive role models for children. For example, practitioners tell children that they are 'very proud' of them when they see them share a book with a friend. As a result, children's behaviour is good and they develop their social skills well.

Practitioners promote children's development and meet their individual needs successfully. They seek appropriate information from parents about children's needs before they start attending the setting and get to know the children well. All practitioners implement the key worker system effectively and this ensures that children receive consistent care from familiar adults. Practitioners track children's progress appropriately and are beginning to use information from observations and assessments to help children move forward with their learning. This results in activities building on children's individual needs and interests successfully. For example, they provide popular throwing games after noticing younger children need support to develop their physical skills.

The setting has beneficial systems for supporting children with special educational needs and those who require extra support. Practitioners work in close partnership with parents to ensure consistency for children effectively. They collaborate with outside agencies, such as speech and language support and educational psychologists to support children's development well. Children have suitable individual plans to target their needs and ensure that they make progress. Nearly all practitioners undertake additional training to help them to support children with specific needs or communication difficulties more effectively.

Practitioners promote equality and diversity and ensure that all children have equal access to resources. They provide opportunities for children to gain an understanding of different cultural backgrounds well, such as when they support children to make clay diva lamps as they learn about the Hindu festival of Divali.

**Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Practitioners provide an effective range of learning experiences indoors and outdoors that engage nearly all children well. They support children to develop their personal and social skills successfully. For example, practitioners encourage children to take turns on tablet computers and share fruit at snack time.

A range of good quality learning experiences promote children's moral, spiritual and cultural development effectively. For example, practitioners foster a sense of awe and wonder when they support children to carefully observe a dragonfly they find in the outdoor area. Practitioners provide opportunities for children to learn about and care for living things, such as when they support them to grow carrots and potatoes, which they harvest and make into soup.

Provision to support children's communication and literacy skills is effective overall. Many practitioners model reading throughout the session successfully. This results in a majority of children showing a high level of interest in books and stories. For example, they consult a book about homes before deciding to make a tent in the outdoor area. Practitioners provide a few interesting opportunities for children to take part in mark-making activities, such as drawing in the snow. They provide clip boards and mark-making tools throughout the environment. However, children do not use these often enough and, as a result, they do not have sufficient opportunities to develop their early writing skills effectively.



Throughout the environment, there are beneficial opportunities for children to develop their physical skills, such as using tongs, brushes, and safety knives. The outdoor area provides ample opportunities for digging, pedalling and ball skills. An engaging climbing area provides children with challenging opportunities to develop their large physical skills and thinking skills successfully.

Practitioners provide an effective range of opportunities for children to develop their numeracy and creative skills across the curriculum. Activities such as making model houses provide children with beneficial opportunities to count, recognise shapes and compare sizes. Most practitioners model the Welsh language appropriately through singing songs and modelling a few words and phrases. However, provision to support children's Welsh language skills is inconsistent and this results in children's skills in this area being underdeveloped.

Nearly all practitioners have a good understanding of foundation phase practice. They readily join children in their play and question children to extend their learning well. However, on a very few occasions, practitioners direct children's play too much, such as when they ask many leading questions. Practitioners are beginning to observe how well children engage with activities and adapt the provision in response effectively. For example, after noting a child's interest in first aid, they introduce bandages and syringes into the learning environment. This supports children to lead their own play and develop their ideas successfully.

The setting has effective assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. They record useful observations to show children's progress and use the information suitably to identify next steps in their learning.

### **Environment: Good**

Leaders provide a suitably safe, secure and clean environment for children. They ensure that practitioners implement safety precautions effectively, such as checking the outdoor area before they use it, to ensure that no hazards have arisen. The setting keeps a record of all children, staff and visitors on site so that practitioners account for everyone in an emergency. There is a robust system for managing access to the premises and the setting. For example, practitioners ensure that they lock main doors and a record of visitors is maintained effectively. All required safety checks for the building have been undertaken.

The setting is welcoming, friendly and provides a rich environment for play and learning. Leaders make good use of rooms to provide well organised areas of learning that children can access independently, such as block play and a cosy reading area. There is plenty of space for group activities, such as music or story time. This supports children to develop their skills across the curriculum well.

The outdoor environment gives children beneficial space and opportunity to be physically active, get fresh air and explore the world around them. It offers children suitable challenges and opportunities to experiment and develop their own ideas. For example, a popular climbing area with tyres, planks of wood and crates allows children to develop their problem-solving skills and take risks successfully.

The setting has a wide range of good quality, age appropriate resources that are well maintained and stored where children can reach them easily. Many areas, including role-play, are equipped with real items, such as kitchen utensils and food. This inspires children's interests and curiosity effectively. The use of open-ended resources, such as natural and sustainable materials supports children's imagination and thinking skills well. Furniture is age-appropriate, which promotes independence and ensures that children are comfortable when playing.

There is effective provision to promote diversity and encourage children to learn about a range of cultures. This includes a beneficial selection of books, dolls and musical instruments. The setting provides effective opportunities for children to learn about their Welsh heritage, such as when they make Welsh cakes and wear Welsh rugby tops during their St David's Day celebrations.

### **Leadership and management: Good**

Leaders have a clear vision for the setting that focuses on providing flexible childcare within the heart of the community, where all children reach their full potential. The person in charge works effectively with practitioners to provide a caring and engaging environment for all children. There is a strong commitment to teamwork and all practitioners feel valued.

The person in charge shares an appropriate range of suitable policies and procedures with practitioners to support the effective running of the setting. Leaders make sure they follow safe recruitment processes for all staff and that the setting meets the required numbers of suitably qualified practitioners consistently. There is an up to date statement of purpose that ensures parents can make an informed choice about using the setting.

Overall arrangements for identifying strengths and areas for improvement are successful and all practitioners are committed to improving quality. Leaders ensure that practitioners know what the setting does well and areas that have been identified for improvement. For example, practitioners explain how a recent change in approach has supported them to build on children's interests and needs successfully. However, in a few areas, leaders do not ensure that improvements are embedded and maintained consistently, such as provision to support children's Welsh language development.

All practitioners take advantage of opportunities for continued professional development and strive to improve their performance. The person in charge ensures that practitioners identify key points from training and share them across the setting effectively. This has a positive impact, such as the introduction of natural and real resources, which supports children's curiosity, engagement and imagination successfully.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children well. Practitioners keep parents and carers well informed about what their children are learning and how well they are progressing through an online application, informal chats and an afternoon tea event.

The person in charge has developed particularly successful partnerships with local primary schools. For example, she welcomes reception teachers into the setting, enabling children to get to know them before starting school. The person in charge provides relevant schools with an informative profile about each child and meets with reception teachers to discuss children's individual needs. She creates a box of resources, such as photographs and uniform for children to explore. This promotes regular conversation about starting school and helps prepare children to move on to the next stage of their education very well.

## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) ([www.estyn.gov.wales](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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