



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

A report on

Jigsaw Pre School Playgroup Ltd

**Bryn Deva School
Linden Avenue
Connah's Quay
Deeside
CH5 4SN**

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Jigsaw Pre School Playgroup Ltd

Name of setting	Jigsaw Pre School Playgroup Ltd
Category of care provided	FDC
Registered person(s)	N/A
Responsible individual (if applicable)	Sarah Jane Oliver
Person in charge	Nicola Hunt
Number of places	50
Age range of children	2 years – 11 years
Number of 3 and 4 year old children	29 3-year-olds and 18 4-year-olds
Number of children who receive funding for early education	21 children will be receiving funding for education at the time of the inspection
Opening days / times	Monday – Friday 7.30am – 5.00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	28/01/2019
Date of previous Estyn inspection	June 2016
Dates of this inspection visit(s)	07/05/2024
<p>Jigsaw Pre School Playgroup Ltd is a Full Day Care setting situated in the grounds of Bryn Deva School, Connah's Quay, Flintshire. The Flying Start provision operates in a building adjacent to the school, whilst the Playgroup and wraparound care provision operates in the Pre-School room, within the school building. Both rooms have their own entrance and access to a secure outdoor area. Most children speak English at home, a few children have English as an additional language.</p>	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

We identified serious non-compliance in relation to Care and Development and we have issued a priority action notice to the provider.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

- R1 Review policies and procedures relating to the recording and reporting of accidents, incidents, and significant events, and include in a relevant policy the procedures put in place to record details of any pre-existing injuries
- R2 Provide opportunities to develop children's understanding of other cultures and beliefs
- R3 To develop partnerships within the community to ensure that children learn about the wider community
- R4 Address the areas of non-compliance identified during the inspection

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children enjoy their time in the setting and have settled well. They arrive happy, receive a very warm welcome, and most separate from their parents and carers with ease. Nearly all children benefit from rich language interactions and experiences, which help them to develop their social, listening and speaking skills. Those children learning English as an additional language are supported appropriately.

All children are treated with respect. They make choices and decisions confidently, and what they say is understood, valued, and listened to. Nearly all children have the freedom to move around their play areas. They choose what and who to play with and, when washing their hands, they choose whether they prefer to use a noisy hand dryer or a paper towel.

Nearly all children have opportunities to develop relationships with others, and to develop a good sense of belonging. Nearly all invite practitioners confidently to play alongside them. At lunchtime a few children leaving the setting waved goodbye to their friends who responded with waves, shouts, and smiles. All children benefit from keyworkers providing the support, warmth and understanding they need especially when settling in. Routines such as together time on the carpet and snack time provide suitable opportunities for children to develop their social skills and relationships. Many children talk about their families and things they have done, for example discussing visits to the fairground in a local park.

Most children interact positively with others and respond well to support from practitioners to recognise right from wrong, to understand the reason for the simple rules in place, and to control their own feelings. Most respect the feelings of others, for example when they are upset because a toy is taken from them. Nearly all respond very well to praise, encouragement, and reward stickers. Nearly all children follow instructions and join in with songs sung routinely at tidy up time.

Nearly all children are curious learners, follow their own interests, and have fun. They take advantage of the many invitations to play, and continuous provision set out for them. Nearly all make good progress with their listening skills, and are interested when listening to stories, and engage when questions are asked. For example, they are curious and concentrate hard when talking about light boxes, and when creating models with dough and small loose parts. Most children are developing an awareness of the Welsh language through singing enjoyable action songs, and when hearing and responding to basic Welsh words and phrases. Nearly all children enjoy active learning outdoors and are beginning to learn about the wildlife in their playground. Nearly all are physically active, and take calculated risks when on large outdoor play equipment, riding bikes at speed, and when climbing trees with supervision.

Most children are developing their independence skills appropriately. They find the resources they need, clean their teeth, self-register and wash their hands independently.

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

Nearly all children make good progress from their individual starting points. Most children develop strong communication skills during their time at the setting. They listen well to instructions and join in enthusiastically with action songs and rhymes. Most children enjoy talking about their interests and what they are doing in their learning and play. For example, they describe carefully what happens when they pour water from small containers into long funnels and other containers outdoors.

Many children show an interest in books and enjoy listening to stories with their friends. They are excited and enthusiastic when acting out familiar stories with practitioners, for example taking on roles such as Goldilocks or one of the three bears. They develop their early reading skills well through handling books, turning pages correctly and looking at pictures of characters. Most children show an appropriate understanding of the purpose of writing and demonstrate early writing skills as they engage in a wide range of worthwhile opportunities available to them. For example, they recognise their names during self-registration, and they draw and paint confidently to create interesting pictures.

Most children develop their Welsh language skills effectively. They join in enthusiastically to sing familiar Welsh songs and they repeat familiar phrases appropriately, for example when singing about different feelings and practising the word of the day. They show genuine enjoyment when joining in with the different actions and use the correct Welsh words regularly.

Most children develop good numeracy skills. Many children count to ten accurately during their play, for example when using dough to make a row of shapes or when stacking wooden blocks to make a tower. Most children use mathematical language well in their learning and show an understanding of different concepts, such as when filling, pouring and emptying containers with water and sand. They show confidence when counting such as when jumping and running during a game of hide and seek. Children's problem-solving skills are developing well. For example, they work well together during tidy up time and put the correct items in the right place and order.

Nearly all children develop good physical skills. They use their gross motor skills to jump, pedal and balance on logs and a few children enjoy exerting themselves when running around under the trees. Most children develop their fine motor skills effectively when hammering nails into boxes and using scissors to cut paper and cabbage leaves. Most children address their own needs independently. They pour their own milk or water and spread butter on their toast and wash up their own cup and plate during snack time.

Many children develop their digital skills appropriately by using interesting equipment such as a metal detector to find items in the outdoors and digital cameras to take photographs. Nearly all children make good progress in developing their creative skills. They show enjoyment and enthusiasm when participating in a wide range of creative opportunities. For example, they make bird feeders, play with musical instruments, and use rollers to paint the pirate ship with water.

Care and development: Adequate

Practitioners strive to keep children safe and healthy. They adhere to the setting's policies and procedures, ensuring that the premises are safe and clean, and that children eat healthy and nutritious snacks and clean their teeth daily. Nearly all practitioners strive to ensure good hygiene procedures. Nearly all practitioners have an appropriate first aid certificate, which enables them to deal with accidents and minor injuries competently. Records of accidents and incidents are shared with parents. However, not all records contain the required information. For example, pre-existing injuries are not always recorded or acted upon. Most practitioners are confident about the safety of children and their individual responsibility to safeguard children. Practitioners have completed the required safeguarding training. However, some leaders and practitioners do not always keep an appropriate record of and act upon safeguarding concerns. Leaders and practitioners do not consistently follow their child protection policy and procedures. This could result in children not being kept safe. We identified non-compliance in relation to Care and Development and we have issued a priority action notice. The provider must take immediate steps to address this and make improvements. The setting's arrangements for safeguarding children do not meet requirements and are a cause for concern.

Practitioners are respectful and kind and impact on children's well-being positively. As a result, they form good relationships with children. Practitioners support children sensitively to manage change, for example when settling in or moving rooms. They recognise the feelings of children and support them to find ways to express and control their emotions. Practitioners praise children often, providing them with the encouragement they need to develop their self-esteem and to feel valued. Such positive interactions result in children behaving well and respecting others and the resources they use. Nearly all practitioners develop strong connections with individual children and their family, which strengthens children's sense of belonging.

Practitioners provide children with a range of activities indoors and outdoors. They provide the resources, space, and freedom, for children to explore, discover and learn things for themselves. They support children with additional needs and work appropriately with outside agencies to ensure the best outcomes for children. All practitioners listen to children, trust their choices, and promote independence. They ensure that children have opportunities to focus on learning communication skills and to develop their concentration. When planning children's next steps in their learning, practitioners find out about children's current interests. For example, they ask children to recall events at home and to sing familiar songs and rhymes. They ask open ended questions and give children time to respond to extend their thinking. Many practitioners respond positively to children's questions and fascinations, extending their understanding appropriately. They help children to draw upon their previous knowledge of the caterpillar cocoons, for example, and experiences they have at the weekend. Nearly all practitioners listen to children, observe what they do and notice any progress in development and understanding. Personal achievements also known as 'Wow Moments' are often recorded in children's development records and shared with parents. Practitioners promote independence, enabling children to take care of themselves as much as they can. They promote children's self-esteem through praise and acknowledgement.

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

Practitioners work together effectively to plan a range of interesting learning experiences that encourage children's development. They have a good understanding of child development, which enables them to respond positively and successfully to children's needs and interests. Practitioners provide a varied range of experiences that support children to make good progress. They plan and model beneficial activities that enhance and support children's imaginative play. For example, practitioners use games such as hide and seek, and acting out familiar stories when outdoors, which enthuses the children and encourages fun and excitement. Practitioners allow the children to make suitable choices about where they want to play, and they understand how and when to intervene in order to enrich the learning.

Practitioners plan worthwhile opportunities to develop children's literacy skills. They encourage the children to develop their early writing skills effectively through purposeful opportunities to draw and paint. Practitioners encourage children successfully to handle books and to join in with familiar stories and rhymes. They also plan interesting opportunities to develop children's numeracy skills through authentic experiences. For example, they provide beneficial opportunities to count and cut leaves, carrots, and vegetables.

Overall, practitioners make suitable use of the indoor and outdoor learning areas to develop children's skills. They plan interesting opportunities to develop physical skills through a range of challenging activities, such as hammering small nails into boxes and riding bicycles which ensures that children develop their physical skills successfully. Practitioners successfully encourage the children to develop a sense of belonging through displaying their names and pictures around the setting.

Practitioners know the children well and adapt activities to respond to their needs effectively. They are inclusive in their practice and support the children to develop their independence. For example, they use detailed observations and assessments purposefully to plan the next steps in their learning. They question children purposefully to reinforce their understanding and encourage them to make decisions. Practitioners model language robustly and use praise and rewards to celebrate children's successes.

Through studying caterpillars and butterflies along with making bird feeders practitioners successfully allow the children to foster their care for living things. They promote Welsh culture well by celebrating St David's Day, learning new Welsh phrases, and singing traditional nursery rhymes regularly. However, opportunities for children to learn about other cultures and beliefs are limited.

Practitioners provide parents and carers with useful information about their children's achievements. This is done through verbal discussions and an app where they regularly share pictures of children's activities and individual successes.

Environment: Good

Practitioners ensure that the premises are secure, safe, and clean. They operate appropriate systems for receiving visitors, which prevent unauthorised access effectively. All children are handed over one at a time to practitioners who monitor the entrances at drop off and pick up times. Practitioners routinely complete health and safety checks before the sessions start and ensure for example that equipment and toys are clean. Leaders update and review quarterly risk assessments for the premises and activities. Leaders organise and undertake regular fire drills, which are recorded and evaluated to ensure that children have an opportunity to familiarise themselves with the arrangements to be followed in an emergency.

Leaders and practitioners ensure that children receive care and education in an environment that is reviewed regularly to ensure it is inclusive, promotes independence and is stimulating. Rooms are bright, well ventilated, welcoming, and furnished appropriately. For example, age-appropriate wooden tables, chairs, and storage units are used. Learning areas indoors and outdoors provide valuable opportunities for children to develop their skills successfully. Practitioners ensure that there are good facilities available for children to use the toilet and handwashing basins independently, ensuring that their dignity is respected. Practitioners ensure that the environment is welcoming, and attractive. Displays and children's photographs create a strong sense of belonging.

Practitioners ensure that play and learning resources are stimulating and ignite children's imagination and enthusiasm to play and learn. For example, leaders and practitioners provide reading dens, home corners, mud kitchens and sand and water play facilities in each room and outdoors. Practitioners store children's resources at a low level to enable them to choose independently and pursue their individual interests. Practitioners provide stimulating resources, which are age appropriate and suitable for the stage of development of children. They ensure that children have a wide range of physical experiences, by providing them with a variety of large play equipment outdoors. Good use is made of natural and sustainable materials, particularly in collections of large and small loose parts and sensory baskets.

Leadership and management: Good

Leaders are passionate about the work of the setting, and they are proud of the work they do in supporting children and families within their community. They have a clear vision for the setting, which they share well with practitioners and parents. Leaders value and support practitioners extremely well, ensuring a strong team ethos where everyone feels appreciated and cared for. They have created a friendly caring culture where children enjoy attending. Leaders value the importance of developing the children's skills and, with the commitment of practitioners, do so effectively.

The setting has an effective partnership with the local primary school, which supports the children well during their next stages of education. Regular contact with other agencies such as health visitors and the local authority's additional learning needs (ALN) advisers also supports the work of leaders and practitioners well, as well as supporting children's well-being and development. However, leaders and practitioners do not currently arrange for children to visit their local area often enough for them to develop an understanding of the world around them, and to benefit from

familiarising themselves with their local amenities and learning about their wider community.

Leaders have produced a Quality-of-Care Review, which provides relevant information about the work of the setting. Useful self-evaluation and improvement planning processes support the setting's work well. These are based on first-hand evidence including parental/carer views and reports from the local authority advisory teacher. This allows leaders to identify strengths and important areas for improvement well and to create purposeful actions to support this. For example, the re-introduction of self-registration and morning together time has improved the way children start their time at the setting each day. Additionally, leaders have improved the outdoor learning environment and the indoor reading area, which enhances children's learning and play experiences effectively.

Leaders manage practitioners and resources effectively. They ensure the correct ratios of practitioners to children. Leaders provide a thorough induction process and hold regular supervision sessions with staff. They set effective targets and ensure a clear record of the practitioners' development and training needs. Leaders ensure that the recruitment of practitioners is robust. Leaders have identified the need to ensure robust contingency plans to cover staffing in an emergency, and unexpected absences.

Leaders use funding suitably to employ practitioners and purchase resources that have a positive effect on children's learning and development. Leaders support children's well-being and development effectively through strong communication channels and by sending home a range of useful resources. Leaders have produced a range of policies and procedures that support the work of the setting well. For example, practitioners are consistent in their approach to behaviour management. They praise the children and celebrate their success with parents.

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)

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

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

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