

Inspection of Jigsaw Nursery School Hatch End

The Scout Hall, R/O 384 Uxbidge Road, Hatch End, PINNER, Middlesex HA5 4PH

Inspection date: 25 April 2024

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

The provision is inadequate

There are significant weaknesses in staff knowledge and practice that compromise children's welfare and development. Leaders have not effectively monitored safeguarding knowledge to ensure all staff can identify children at risk of harm and know the appropriate procedures for reporting concerns. Staff do not always supervise children adequately and there are gaps in risk assessment procedures that further impact on children's safety.

The manager describes a coherent curriculum, designed around building children's confidence, communication, curiosity, and creativity. She understands how learning priorities change over time in preparation for school. However, this is not embedded across the nursery. Staff find it difficult to identify the curriculum priorities in their rooms and are unclear about the learning intents behind activities. They do not identify meaningful next steps for their key children. This is particularly true for children with special educational needs and/or disabilities (SEND) as staff working closely with these children are unaware of their individual targets. This impacts on the progress that all children make.

Children generally behave well. However, the rules of the setting are not embedded. Staff fail to remind children to walk inside or use their 'inside voices'. At times, this results in the environment becoming too loud and chaotic. This is despite an awareness that there are children with SEND that find loud noises very difficult to manage.

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

- Leaders demonstrate a good awareness of the strengths and weaknesses of the setting. They are working together and committed to improvement. However, they have not done enough to ensure that staff have the knowledge they need to ensure the safety and welfare of all children. This includes monitoring staff knowledge to ensure they understand how to correctly report any child protection concerns, including allegations against staff.
- Staff do not always supervise children effectively. Children have been able to leave rooms unnoticed by staff and start climbing the stairs. During the inspection, the front door to the building was left open with no staff present to monitor it. This demonstrates significant weaknesses in assessing and managing risks as strangers could gain access to the building. Coupled with weaknesses in supervision, there is also a risk that children could get out of the building. However, the manager fully understood the serious nature of these concerns and was taking steps to address them before the end of the inspection.
- Leaders have identified that children spend too long sitting on the carpet. However, staff still lead carpet sessions that are too long and poorly planned. For

example, staff read a story without using any storytelling strategies to help engage a very large group of young children. This results in children losing interest and talking to each other instead of listening. Other staff sit around the edges of the carpet but do not engage with children or encourage them to remain focused. As such, these sessions lack intent and children fail to access any potential learning.

- During child-led learning, interactions between staff and children are generally stronger. Most staff engage with children, getting down to their level and modelling language through play and planned activities. Some interactions are warm and purposeful. For example, staff enthusiastically count the legs of different animals with children. However, staff do not give children long enough to respond to their questions or to share their own thoughts and ideas. This does not support their language development or help children to feel valued and heard.
- Leaders and staff have strategies in place, such as visual timetables, to help children understand the daily routines. However, staff do not use these in most rooms. This results in transitions that are often sudden and chaotic. The setting has 'golden rules' but these are also not embedded. This impacts on children's behaviour and well-being, as they do not always know what is expected of them. For example, as children line up to go outside, they push each other and do not listen to instructions from staff.
- The special educational needs coordinator works well with other professionals and knows the children with SEND very well. However, other members of staff that work closely with children with SEND do not use the suggested strategies or make reasonable adjustments to meet their needs. For example, staff suddenly ring a loud bell to signal it is time to tidy up, which is highly distressing for children with sensory processing difficulties. As such, staff do not work together to support children with SEND make the progress that they are capable of.
- Leaders have worked hard to engage parents and keep them informed about the changes within the nursery. Parents comment that communication is a strength of the setting and that they are happy with the care their children receive.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure all staff understand the appropriate safeguarding reporting procedures to follow, including when there is an allegation made against staff	10/05/2024
improve staffing arrangements to ensure that children are adequately supervised at all times	10/05/2024
ensure all staff understand and comply with risk assessments, particularly around the security of the building	10/05/2024
improve curriculum planning and delivery, so that staff understand curriculum intents and children benefit from age-appropriate and well-planned activities	10/05/2024
ensure staff actively listen to children and give them time to process and respond during interactions, to help develop their communication and language skills	10/05/2024
embed rules and routines so that children understand what is expected of them and transitions are calm and purposeful	10/05/2024
ensure information and strategies to support children with special educational needs and/or disabilities (SEND) are shared with all staff to meet their needs and support their progress.	10/05/2024

Setting details

Unique reference number	EY292840
Local authority	Harrow
Inspection number	10341229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	130
Number of children on roll	65
Name of registered person	Sunbeams Childcare Limited
Registered person unique reference number	RP524893
Telephone number	0208 4211022
Date of previous inspection	13 March 2020

Information about this early years setting

Jigsaw Nursery School Hatch End registered in 2004 and is located in Hatch End, in the London Borough of Harrow. The nursery is open each weekday from 8am to 6pm, during term time only. There are 11 members of staff working directly with children, including the manager. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Baker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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