A report on

Jigsaw Preschool

Festival Church
Spa Road East
Llandrindod+Wells
Powys
LD1 5ES

Date of inspection: November 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His 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)	
Responsible individual (if applicable)	Hannah Davies
Person in charge	Hannah Davies
Number of places	40
Age range of children	2-5 years
Number of 3 and 4 year old children	35
Number of children who receive funding for early education	20
Opening days / times	08:00-17:30, 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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture
Date of previous CIW inspection	22/01/2018
Date of previous Estyn inspection	19/11/2019
Dates of this inspection visit(s)	18/11/2025
Additional information	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Provide further opportunity for children to speak Welsh

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to using children's interests to create rich and engaging learning for dissemination on their websites.

Main findings

Well-being: Excellent

Children have a strong sense of well-being. They are listened to with understanding and respect and know that their interests and opinions are valued highly. Because of this, they talk freely and share their ideas and interests confidently. Children's home language is considered effectively. For example, books are made available in different languages and staff learn simple words and phrases to use with the children. This supports all children to feel part of the setting. Children make purposeful decisions about where and how they spend their time. They move around their respective rooms excitedly, deciding where they want to play and engaging happily with the inviting opportunities available to them.

Children cope extremely well when separating from their parents. They develop very strong, secure relationships with practitioners that help them feel safe and comfortable. This relationship begins at the very start of the child's journey, with settling in sessions and welcome packs that help them understand what is happening and to feel involved in the process. Children form valued friendships that mean a lot to them. Throughout the setting, they play and laugh together and are thoroughly relaxed in their environment. Children have an exceptionally strong sense of belonging as they know practitioners understand and respond outstandingly well to their individual needs and personality. This sense of belonging extends to the wider community as they take part in beneficial trips and visits in the setting's locality.

Children interact enthusiastically and talk with confidence and excitement as they play and learn alongside others. Nearly all children naturally show empathy and develop an understanding and respect for their peers and others. For example, they spontaneously peel and cut up more banana when it is needed by others during snack. Nearly all children behave exceptionally well for their age and stage of development and are learning to use their manners at appropriate times. They fully understand the setting's routines and follow them with enthusiasm, for example by working together to tidy up and by readily making a line to go and wash their hands.

Children have many stimulating opportunities that support them to develop and learn successfully. They explore real life concepts that link to their previous experience effectively. For example, as part of their play they chop real vegetables in the home corner and through planned visits they extend their knowledge of the environment in which they live. They successfully develop a range of skills through exploring the exciting range of activities and resources available to them. They paint creatively and develop their digital skills by using tablets to take pictures or videos they enjoy looking back at together.

Children are highly motivated and fully engaged in their play. For example, they become absorbed in concentration when painting different objects such as egg boxes, cotton wool and bubble wrap. They often show enjoyment in their activity, for instance by laughing together and performing excitedly when dancing and stomping around like dinosaurs. They enthusiastically invite friends and adults to join in their play, showing how happy and focused they are.

Children have a good awareness of their environment, accessing resources independently and showing a high level of resilience. As they progress through the setting, they become increasingly self-reliant and relish the responsibility that is given to them, managing their own risks successfully, for example when using hammers sensibly outside to try and smash a block of ice to free the frozen dinosaurs. Children develop good independence skills. They confidently try things for themselves before asking for support, for example when pouring milk on their cereal and knowing when there is enough.

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

Nearly all children engage readily with the rich variety of experiences and resources staff provide for them to explore. They show initiative in choosing what interests them and sustain their focus and concentration well. Across the different areas of provision indoors and outdoors, children's motivation and engagement is consistently strong and this underpins the positive attitudes they develop. Nearly all children make strong progress from their individual starting points.

Nearly all children communicate confidently with their peers and with practitioners. For example, to ask questions, to describe what they are doing and to share their ideas. Most listen carefully and speak clearly, for instance to pause at the correct point in a song and when talking animatedly about their family and pets during snack time. They show interest in what others say, often responding by sharing relevant experience of their own.

Nearly all children join in enthusiastically with familiar songs and rhymes, using rhythm sticks to follow a beat closely and counting how many sausages are left in the pan accurately. They respond imaginatively to music by expressing themselves vocally and through movement when role-playing dinosaurs. They control their voice and actions well to roar, stomp and snore appropriately. Children are beginning to recognise and use a few simple Welsh words and phrases, such as to count, to ask for llaeth and to say how they are feeling.

Most children use resources creatively, for instance when experimenting with a range of natural materials to make a forest landscape for a dinosaur. Many use their digital and mathematical skills purposefully. For example, they use appropriate tools to take pictures of their learning to share at home and to make measurements to ensure that the house they construct is big enough. Nearly all pupils become absorbed in their learning when experimenting with resources that capture their interest keenly. For example, they try positioning a flexible track in different locations to see what effect the height and angle have on the way cars travel along it. They repeatedly test and adjust the track, working with focus and enjoyment to produce satisfying results.

The high degree of cooperative behaviour children demonstrate during their play is a notable feature. Children invite friends to play with them and support one another to achieve goals, for instance by fetching water to help thaw ice and by collecting blocks to act as landmarks of the town when exploring a map together. The care and respect that most children show contributes significantly to the relaxed and friendly atmosphere that pervades the setting.

Nearly all children listen attentively to stories read to them by adults. They respond to relevant questions, showing a good understanding of what they hear and join in with repeated phrases readily. Many are beginning to make use of suitable tools to write and to make marks independently. They know that letters have sounds and that writing can be used for specific purposes, such as to name people or places on a map or to give instructions to a programmable toy.

Most children move with good coordination and control, for instance by climbing steps safely and balancing items when carrying. They manipulate a variety of tools and resources skilfully, varying the force and precision they apply to suit their purpose appropriately, for example by using a hammer to strike chunks from a block of ice or using a small toothbrush to carefully clean sand from 'fossils' they have discovered.

Care and development: Excellent

Practitioners have a good knowledge of safeguarding and know the procedure to follow if they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners implement positive strategies to ensure they keep children safe, including regular fire drill practice. As a result, adults and children understand the procedures to follow in an emergency.

Nearly all practitioners use appropriate hygiene practices to help prevent the spread of germs. Children are encouraged to wash their hands at appropriate times; personal care is managed well and routines, such as wiping tables before meals, are followed methodically. Practitioners fully support and successfully encourage children to lead a healthy lifestyle, offering nutritious snacks consistently. Practitioners ensure they fully meet the needs and requirements of children, including any specific dietary requirements. They provide frequent opportunities for all children to be active indoors and outdoors and plentiful fresh air is available. Children access the outdoor area throughout the day, and practitioners take them on regular walks and visits.

Practitioners' interactions with children are warm and kind. They show a real understanding and are sensitive to the needs and personalities of the children. Practitioners are consistently responsive and listen with genuine interest to what the children have to say. They talk about what they are doing and their life outside the setting, helping children become confident communicators and develop their speech and language successfully. All practitioners promote positive behaviours well. They are consistent when dealing with minor incidents, using calming communication or distraction well to support the children. Practitioners use positive praise successfully to promote and encourage good behaviour. They share children's achievements to celebrate what they have done, which makes them feel proud.

Practitioners are dedicated and demonstrate a clear sense of purpose in their work. They have a strong collective understanding of the setting's ethos and ensure that the care they provide enables children to thrive. Practitioners have a robust understanding of child development and use this successfully to provide an excellent range of play and learning opportunities. Their careful use of observation to plan purposefully for children's continued

development is a real strength of the setting. This ensures that experiences are tailored to suit the individual needs and interests of the children particularly well.

Practitioners take effective notice of children's development and review their progress regularly. They identify what children can do and how they can enable them to progress and develop successfully. Any possible additional learning needs (ALN) are identified, and appropriate action is provided in a timely manner. Practitioners promote cultural diversity and inclusivity exceptionally well. This supports children to feel valued and have a sense of belonging that is further enhanced through the close relationship practitioners maintain with parents.

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

The experienced staff team work effectively together to provide a highly stimulating environment for learning. They have established a clear rationale for the way in which they work that reflects their strong, shared understanding of how young children develop and make progress. All staff consistently place children's active involvement at the heart of their learning and sustain a clear focus on maximising their participation and enjoyment.

Practitioners give careful consideration to children's previous experience and individual interests when planning their learning. They make beneficial use of 'I wonder' invitations to children and parents that provide a helpful insight into children's developing curiosity and fascinations. Practitioners collaborate thoughtfully to build on children's interests by tailoring the environment and experiences to reflect these purposefully. This approach motivates children highly and ensures that practitioners' plans are relevant and suitably challenging to meet children's needs successfully.

Staff make particularly effective use of a wide range of visitors and local visits to enrich children's learning. For example, as part of their work to strengthen children's sense of belonging, practitioners take children on regular walks in the locality and invite a diverse range of local people and professionals to share interesting aspects of their work and lives with the children. These opportunities help children to learn about and experience the broad variety of facilities and resources in their vicinity and to gain a better understanding of the different roles adults play in contributing to their community.

All staff build positive relationships with the children that ensure they feel secure and at ease in the setting. They use a beneficial keyworker approach to strengthen their knowledge of individual children and to manage the use of focused observations efficiently. Staff use these observations to assess precisely what children can do and to plan suitable experiences that enable them to achieve the next steps in their learning. This process provides a highly effective means to monitor and support the progress children make over time and helps staff and leaders to identify where practice is most effective and where it can be developed further. Staff share their detailed knowledge through professional discussion and provide frequent feedback to parents that ensures they receive useful, accessible information about their child's learning and well-being.

Practitioners make highly effective use of the authentic contexts they provide for learning to develop children's knowledge and skills progressively. They take frequent opportunities

when playing alongside children to extend their vocabulary and to model discrete skills effectively. They embody high expectations for what children can achieve consistently well. For example, when working with children to investigate how to control the movement of a robot turtle, they provide clear instructions, use relevant mathematical language and ask helpful questions that encourage children to reflect on what they notice and to think about what they may need to change. These skilful interactions ensure that children think independently while being supported to refine and apply their knowledge and skills purposefully.

Practitioners make good use of movement, music and song to develop children's listening and expressive language effectively. They show enjoyment when sharing books, encouraging children to join in and to see reading as fun. Staff provide plentiful resources and meaningful opportunities for children to develop their early writing and numeracy skills. While a few practitioners use Welsh words and phrases naturally in their interaction with children, staff do not always encourage children to use spoken Welsh more frequently in regular routines and activities.

Staff encourage and respond to children's curiosity very effectively. For example, they introduce children to intriguing sculptures in the nearby woods to spark their imagination and use a light dome to deepen children's fascination with how shadows change in size as they move towards or further from the light source. They provide planned and spontaneous opportunities for children to develop their physical skills well and to take appropriate risks in their play.

Environment: Excellent

Leaders manage potential risks effectively to ensure these do not limit the experiences children have access to. For example, there are opportunities for children to balance and climb freely during their play. Practitioners conduct effective risk assessments of the setting's environment and before embarking on outings to ensure that children are safe.

Safety procedures are followed consistently. For example, gates and external doors are closed and visitors are recorded appropriately. Relevant checks by outside agencies, such as the Fire Service, ensure the environment is safe. Leaders and practitioners have a good knowledge and understanding of risk benefits and ensure children manage their play successfully, while being safely and effectively supervised. For example, children use knives to cut fruit at snack and vegetables in the home corner and know how to use hammers safely outdoors.

The environment is stimulating and supports children to flourish. The indoor and outdoor space is versatile, and all areas are utilised well. The environment gives children the opportunity to be grouped according to their age and stage of development, with flexible spaces that enable all children to mix, share activities and follow routines together, such as at lunch times and when using the outdoors. The environment is well maintained and very welcoming, with all areas decorated in neutral colours. This creates a relaxed atmosphere that is inviting and inspiring for children, staff, parents and visitors.

Attractive displays of children's work and photographs of the children's and staffs' families helps to promote a sense of belonging and provide a talking point for something that means

a lot to them. The rooms have areas that focus on children's creativity and holistic learning. These include imaginative water play areas where mud is added for the dinosaurs and an area where practitioners have recreated the lake they visited so children can pretend to go and play there. The outdoor area provides a stimulating space for children to play, learn and experience the world around them.

The environment is equipped with resources and areas for learning that are engaging and support children to be creative and follow their interests. These enable children to use their imagination and to develop their understanding effectively. For example, children use dough and clay to make dinosaur footprints and fossils and learn about garden birds by using the bird watching area and soft toys to find out how birds behave and what they feed on. Children experience a real sense of awe, wonder and excitement through being involved in enhancing the areas. For example, they are excited to use the cave they make for a bear after being inspired by a story they share.

Areas are enhanced creatively with authentic items to further support children's curiosity and role play. For example, china cups and balance scales in the home corner and real shoes available for dressing up. Furniture is child friendly with low level tables, chairs and storage facilities. Children enjoy using equipment such as wooden climbing frames and slides to climb and balance indoors and outside. Resources give children good opportunities to be inquisitive learners and to explore independently, for example by using sprayers to make marks on the black board, collecting water themselves to use in the mud kitchen and sitting in the reading hut to share a book with friends.

Leadership and management: Excellent

Leaders have developed a confident and highly committed professional team who share a clear vision for the setting's work. They communicate ambitious expectations and promote an inclusive culture that ensures all staff understand their responsibilities well and feel valued. Consequently, staff collaborate exceptionally well together, share their views openly and readily learn from one another for the benefit of children and the setting as a whole.

Leaders and staff evaluate the setting's work honestly and objectively. They reflect thoughtfully on a wide range of relevant evidence, including the views of children, parents and professional partners to make an accurate, detailed assessment of key strengths and areas for development. Aspects for improvement are clearly identified and well understood by staff. Leaders and staff collaborate particularly effectively to implement worthwhile practical actions that secure improvement against agreed priorities.

Over time leaders' track record of development has created strong alignment between the daily practice of staff and the aims and aspirations of the curriculum for non-maintained settings in Wales. The setting's innovative approach to using children's interests to create rich and rewarding learning experiences is particularly effective. This exemplifies clearly how well leaders integrate different aspects of the setting's work to promote children's holistic development successfully.

Leaders make focused use of professional learning to enhance the knowledge and skills of practitioners and to ensure that every member of the staff team meets their responsibilities confidently. For example, staff participate in training to enhance their Welsh language skills

and to promote children's well-being effectively. Leaders make highly effective use of their professional partnership with the Flying Start service and the Early Years Advisory Teacher to refine practice further. This impacts positively on the range of authentic experiences the setting provides and the consistently high quality of teaching and care shown by practitioners.

The setting's work is underpinned by a comprehensive set of clear, up-to-date policies that provide useful guidance for staff and parents. This ensures that important processes are implemented consistently, supporting the setting's smooth operation. The setting's statement of purpose provides a succinct summary of its aims, objectives and daily practice that helps parents make an informed choice about placing their child.

Leaders use financial resources strategically to support the setting's vision and priorities. For example, they deploy grant funding helpfully to provide additional hours for identified children. This ensures that children benefit from more regular support, for instance to develop their speech and language skills. Leaders provide staff with suitable time to reflect and to contribute to professional discussion through regular staff meetings. This enables practitioners to hone their observations of children's learning beneficially and to collaborate on whole-setting priorities and objectives.

The setting has robust procedures for the safe recruitment and induction of staff. Leaders provide regular supervision and appraisal that helps identify training needs and recognises the valuable contribution all staff make. They put in place appropriate mentoring and are proactive in supporting practitioners' development. Consequently, leaders have built a knowledgeable and stable staff team whose expertise is well used for the benefit of children.

Leaders and staff build highly beneficial relationships with parents. They use an online app to keep parents well informed about their child's activity and progress and provide regular opportunities to share directly in their child's learning, for example by taking in part in activities at the setting and by joining visits in the local area. Parents appreciate this inclusive approach and express strong trust in staff. They especially value the rich variety of experiences practitioners provide and the thought they invest in supporting children and parents to settle well and to feel prepared for moving on from the setting. Leaders have sustained valuable ties with local primary schools and other professional partners, such as health visitors and speech and language therapists. They share information and valuable expertise to strengthen the provision the setting makes.

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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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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