

Inspection date	17 December 2015
Previous inspection date	27 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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		Good	2

Summary of key findings for parents

This provision is good

- Staff are good role models. They provide children with consistent reminders about behaviour and encourage them to share and take turns. Children are supported to develop their social skills and form friendships with other children.
- Children are supported to develop their communication and language skills effectively by staff. Staff provide lots of opportunities for discussion, stories and songs.
- The key-person system is effective. Staff have established strong relationships with the children. They know them well and respond sensitively to their individual needs. This helps to support children's emotional well-being and confidence.
- Staff help to provide a stimulating environment where children are encouraged to independently access resources and make choices in their learning. Staff also use good quality resources effectively to enhance children's learning.
- Staff are well qualified and have a good understanding of how young children learn and develop. They use their knowledge to extend children's learning successfully during activities.

It is not yet outstanding because:

- Occasionally, staff do not give children enough time to think about how best to respond to questions.
- Supervisions are not yet used as effectively as possible to identify clear and precise targets for increasing the teaching skills of individual staff.
- The current methods used to engage parents in their child's learning and development are not always successful.

What the setting needs to do to improve further

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

- provide children with enough time to think about and formulate an answer to the questions asked
- enhance the current arrangements for supervision to provide staff with clear targets that will help to improve their teaching skills further
- develop different ways to fully engage all parents in sharing information about their child's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager show a strong commitment to making ongoing improvements in the setting and continue to work closely with the local authority to review their practice. Positive changes have been made to the learning environment and the provider has plans to enhance this further. Since the last inspection the provider and manager have worked hard to address all the previous recommendations for improvement. They have developed the systems for planning, assessment and self-evaluation. The provider has identified some key improvements for the future which includes the further development of the outdoor area. The arrangements for safeguarding are effective. All staff have attended child protection training and are confident about their safeguarding responsibilities. Policies and procedures are reviewed regularly and the provider ensures staff are aware of any changes to guidance or legislation.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff use their observations and assessments effectively to identify the next steps in children's learning and development. They plan a range of interesting activities based on children's individual needs and interests. Children are supported to develop their communication and language skills. Staff working with the babies carefully model language and reinforce simple words. Children are encouraged to take part in song and rhymes sessions and have daily opportunities to learn about letters and sounds. Staff use props effectively during story time and to extend activities. Children become actively involved in making homes for the three pigs and discuss with the staff what materials they will use to make the strongest house. Staff support children's mathematical understanding by providing lots of opportunities for counting and problem solving. They share learning records with parents and hold meetings to discuss progress. Parents spoken to feel they are supported to guide children's learning at home.

Personal development, behaviour and welfare are good

Children are happy and settled within the provision. They independently select toys and resources and enjoy taking part in a range of planned activities. Children benefit from a wide range of healthy meals and snacks and discuss with staff the importance of a healthy diet. They benefit from regular access to the outdoor area and have good opportunities to be physically active and explore the natural environment. Recent improvements to the environment and outdoor area have extended the learning opportunities available to children. The manager and provider have established close links with the local school and share information that supports children's next steps in learning. Staff provide opportunities for children to learn about their local community and the wider world. Children are involved in community projects and enjoy making gifts and cards.

Outcomes for children are good

All children make good progress in their learning. Any gaps in children's learning are quickly identified and addressed. Children gain the key skills required for their future learning and the eventual move on to school.

Setting details

Unique reference number	EY454082
Local authority	Halton
Inspection number	1027896
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	22
Number of children on roll	47
Name of provider	Lesley Marie New
Date of previous inspection	27 March 2013
Telephone number	07971607619

Jiggy Childcare was registered in 2012. The setting employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and three members of staff hold appropriate early years qualifications at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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