

# Jigsaw Nursery

48a Post Street, Godmanchester, Huntingdon, Cambridgeshire, PE29 2AQ



## Inspection date

20 October 2016

Previous inspection date

28 November 2012

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

- The quality of teaching is good. All children make very good progress from their individual starting points. Effective support is provided for children who speak English as an additional language.
- Children are happy and well settled. They demonstrate good levels of confidence, showing they feel safe and secure in the nursery. They listen to and watch adults and use what they learn from their play to develop new ideas and different ways of thinking.
- Staff work in partnership with other professionals. For example, teachers from local schools are invited into the setting to get to know the children before they start school.
- Partnerships with parents are very strong. Staff regularly share information with parents to provide them with a clear picture of their child's progress. Parents are encouraged to continue their children's learning at home and share their child's achievements.
- The manager and the staff team have a good understanding of the nursery's strengths and weaknesses. Along with feedback from parents, they identify areas they can improve and use this information to secure better outcomes for all children.

### It is not yet outstanding because:

- The manager does not use all opportunities to monitor staff performance more precisely, in order to identify more targeted training and professional development as part of raising the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- support staff in their professional development, identifying precise training and sharing of good practice to build on their knowledge and skills and raise the quality of teaching to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the main playroom, small playroom and outdoor area.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and development plans.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff show a good understanding of how to identify, monitor and report any concerns regarding the welfare of a child. Robust systems are in place to ensure the ongoing suitability of staff. Children's assessments are monitored well by the manager and staff. There are good systems in place to identify any emerging gaps in children's progress so that appropriate strategies can be quickly put in place to address these. Staff have high expectations for children's progress. All parents spoken to on the day of the inspection are extremely pleased with the service the nursery provides.

### Quality of teaching, learning and assessment is good

Staff work well together to meet children's individual needs. Children's mathematical skills are supported well. Staff use group-time activities to encourage them to count the number of children present at nursery. Older children respond by counting along with the staff, confidently using numbers up to 20. Staff support children's communication skills extremely well. They use effective strategies, such as modelling new words and questioning children as they play. Babies benefit from having time and space to develop their physical skills. For example, they have great fun emptying and refilling containers with different-sized shapes. Detailed information from parents is gathered when children first start at the nursery. This is used to accurately identify their starting points and gain knowledge of children's prior achievements. Staff make regular ongoing observations and assessments of children's learning. This information is discussed among the staff team and is used to identify what children need to learn next.

### Personal development, behaviour and welfare are good

Staff act as good role models and provide children with a nurturing and caring environment. Children behave well and are aware of the rules and expectations of the nursery. They share and learn to take turns as they play and have fun together. For example, older children demonstrate a caring nature as they share their toys with younger children. Children are provided with freshly prepared healthy and nutritious meals and snacks. Staff sit and eat with the children. They engage children in social conversations about their food and the benefits of eating a balanced diet. Children make good use of the outside area. They engage in role play creatively, solve simple problems and take part in physical play. For example, they use real telephones to pretend to call the fire brigade. Staff help children to learn about safety as they play. They teach them about potential risks and how to keep themselves safe.

### Outcomes for children are good

Children are well prepared for their next stage of learning and the eventual move on to school. They are keen to take part in activities and have positive attitudes towards their play and learning. Children engage in a range of activities that actively promotes their early literacy skills. For example, they learn to recognise the letters that make up their name. They enjoy sharing books with adults in both the indoor and outside environments. They confidently talk about the pictures and share their ideas about what they see.

## Setting details

<b>Unique reference number</b>	221601
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1059445
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Jigsaw Nursery Partnership
<b>Registered person unique reference number</b>	RP908903
<b>Date of previous inspection</b>	28 November 2012
<b>Telephone number</b>	01480 412736

Jigsaw Nursery was registered in 1997. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during school term time only. The nursery is open from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and those who have special educational needs or disabilities.

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