

Jigsaw Childcare (Catterick) Limited

Linear Park, Catterick Road, CATTERICK GARRISON, North Yorkshire, DL9 4QP



Inspection date	25 January 2017
Previous inspection date	6 January 2014

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

- Staff use a range of interesting and creative ways to help children develop an awareness of other people, places and communities. Children enjoy talking to professionals who visit the setting and develop respect for themselves and others.
- Staff manage behaviour positively and consistently. They use effective amounts of praise and support children to resolve conflicts. All children's behaviour is exceptionally good and they respond well to the boundaries in the setting.
- Staff have worked extremely hard to enhance and improve the environments for children. The setting is bright, stimulating, welcoming and inclusive. Children confidently access resources themselves, which develops their independence.
- Managers, leaders and the staff team have worked tirelessly to develop effective partnership working with parents. They provide a wealth of information to them about children's development and how they can extend this at home. This actively promotes continuity and values parents' contribution.
- Managers and the leadership team are excellent role models for staff. They monitor the quality of teaching and provide a range of opportunities for them to develop their professional skills. Staff feel highly supported and work together extremely well.

It is not yet outstanding because:

- There are times when staff do not use the correct vocabulary when talking to babies and young children during their play and routine experiences.
- Staff do not always identify and use opportunities to teach children in areas where they show a particular interest for learning, such as outdoors.

What the setting needs to do to improve further

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

- help babies and the youngest children to make rapid progress in their communication and language development and ensure the speech modelled to them is accurate
- use opportunities effectively to teach children in the environment where they prefer to learn, particularly outdoors, to help them deeply engage in activities and make the best possible progress.

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 spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the setting's early years development lead practitioner.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning journeys and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback and spoke to a number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

Managers and leaders are motivated and have high expectations for children. They have worked very hard since the last inspection which has had a positive impact for children. For example, they complete precise evaluations of each room and monitor the progress children make. This helps them to create development plans for improvement and also for individual children's needs. Safeguarding is effective. Managers ensure that all staff receive training to help them protect children. They recruit new staff following safe procedures, which helps them to verify their suitability to be around children. Staff carry out daily safety checks indoors and outdoors and an external agency provides an in-depth risk assessment. This helps to keep areas safe for children. Managers and the staff team have developed relationships with other professionals, such as health visitors. This helps them to access further support for children and families when appropriate.

Quality of teaching, learning and assessment is good

Staff carry out detailed observations of babies and children during activities. They use these to plan new experiences for children and make assessments of their progress. For example, staff roll balls for babies to encourage them to reach forward and begin to crawl. Young children delight in sensory activities, using edible resources to fill and empty containers. Older children thoroughly enjoy educational games and work hard to identify the different letters and letter sounds. This helps them to develop the skills they need to start school. Overall, children are engaged in their learning. However, there are occasions when staff do not recognise potential learning opportunities to maximise children's progress. Staff have developed partnerships with other settings children attend, including school. They share information about children's learning which promotes continuity.

Personal development, behaviour and welfare are good

Staff have formed secure bonds with children and respond well to their care needs. For example, they recognise when babies are tired and provide them with their comfort items to soothe them. Children are happy and very settled here. Staff promote children's good health. For example, they ensure they have access to fresh air each day and provide opportunities to develop physical skills outdoors. Older children thoroughly enjoy using the bikes and stilts to walk, while the youngest children ride on the push-along toys. Staff help children to develop an understanding of how to keep themselves safe. Children talk about being careful when crossing the road and understand how to use the lights at the crossing point. Key people help children to be ready for the next stages in their development. For example, they support children during their move up to the next room and pass on information to new staff.

Outcomes for children are good

Children are making good progress across all areas of learning. The majority of children are working within the stages typically expected for their age. Staff provide suitable support for those who need extra help to close gaps in their learning. Older children demonstrate that they are making very good progress in their literacy development. Children are developing into active learners and are keen to join in with activities.

Setting details

Unique reference number	EY464882
Local authority	North Yorkshire
Inspection number	1060959
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	0 - 5
Total number of places	92
Number of children on roll	52
Name of registered person	Jigsaw Childcare (Catterick) Limited
Registered person unique reference number	RP908385
Date of previous inspection	6 January 2014
Telephone number	01748 833725

Jigsaw nursery re-registered in 2013. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one staff member holds a level 4 qualification and another a level 5. 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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