

# Jigsaws Childcare Ltd

Kirk Fenton Parochial C of E Primary School, Main Street, Church Fenton,  
TADCASTER, North Yorkshire, LS24 9RF



**Inspection date** 17 February 2017  
Previous inspection date 24 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 effectively support children's physical development. Children benefit from fresh air during regular outdoor play and take part in frequent visits to a local forest area. Children are particularly motivated and enjoy their time outdoors.
- Tracking systems help staff to identify any gaps in children's learning. This contributes towards ensuring individual children are making good progress towards the early learning goals.
- There is a good programme of ongoing supervision and training provided to the staff. This helps to result in supported and well-qualified staff who promote children's learning well.
- Staff act as positive role models. They effectively manage children's behaviour and talk about the importance of safety throughout children's activities.
- Excellent links with the adjoining school have been established. Staff have regular meetings with teachers which help them to work in partnership. This contributes effectively towards children progressing at a good rate and prepares them well for their next stage in learning.

### It is not yet outstanding because:

- Generally, partnerships with parents are good, however, staff do not fully make the most of opportunities to inform parents of ways they can support their children's learning at home.
- Occasionally, staff do not deploy themselves effectively to fully engage all children at all times.

## What the setting needs to do to improve further

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

- strengthen the two-way flow of information with parents that helps them to be more effectively involved in supporting their child's ongoing learning and development
- improve staff deployment that helps to fully engage all children at all times.

### 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 held a meeting with both of the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed all areas of the premises used by children. She engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the nursery's self-evaluation and the impact this has on the setting.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their roles and responsibilities and the procedures to follow should they have any concerns about a child's welfare. A good range of policies, procedures and risk assessments is implemented, helping to ensure there is a safe and secure environment for children. The management team uses clear systems to monitor and evaluate the educational programmes for children. This helps to ensure that all areas of learning are covered and that children are progressing well in their learning and development. Self-evaluation is effective and the management team shows commitment to developing and improving their practice. This helps to benefit children and results in a service that is continually improving.

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

Staff regularly observe children and plan what they need to learn. Children make good progress and are engaged and motivated in their play, overall. Young children's communication and language development is supported effectively. Staff engage in constant discussion; they introduce new vocabulary and model language during their activities. For example, as children paint, staff ask them questions about their creations. They talk to them about shapes and colours, helping to support children's early mathematical skills. Children sit happily with staff as they enjoy listening to stories. They help to turn the pages of the book and talk about the different pictures throughout the story. This helps to effectively support young children's early literacy skills.

### Personal development, behaviour and welfare are good

Good settling-in procedures help to support children in their move from home into the nursery. Children have established strong bonds with their key person which contributes towards promoting their emotional well-being. Children enjoy a variety of nutritious snacks and home-made meals which helps to promote their good health. Staff support younger children as they help them to wash their hands and begin to take care of their own hygiene needs. They sing a handwashing song to children which helps teach them about good hygiene skills. Children have a good awareness of keeping themselves safe and staff discuss the importance of safety throughout their activities and daily routines. For example, they teach children about road safety when out in the local area. Staff promote equality and diversity well and children enjoy activities based around cultural festivals.

### Outcomes for children are good

Children are highly motivated, confident and enjoy exploring their environment. Older children thoroughly enjoy using their imagination and taking part in role play activities. For example, they use dolls and pretend to bath babies. Children have access to a good choice of resources to stimulate and encourage them in their learning. For example, children use materials to make marks when playing outdoors, such as chalks and paints. This helps children to develop their hand-to-eye coordination. Children develop good social skills as they learn how to play cooperatively with other children. They are well prepared for the move on to school.

## Setting details

<b>Unique reference number</b>	EY357625
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1065010
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Jigsaws Childcare Limited
<b>Registered person unique reference number</b>	RP909274
<b>Date of previous inspection</b>	24 June 2013
<b>Telephone number</b>	01937 558951

Jigsaws Childcare Ltd was registered in 2007. The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications, including one with early years professional status and two staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. This includes before- and after-school care and holiday care for school children. The nursery provides funded early education for two-, three- and four-year-old children.

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