

Jigsaw Curzon House Nursery

Curzon House, Wrexham Road, Eccleston, Chester, Cheshire CH4 9DQ



Inspection date	28 March 2019
Previous inspection date	8 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- Managers and practitioners demonstrate a strong commitment to ensuring that children learn and have fun at the nursery. The forest school provision is a particular strength and children become deeply involved in purposeful, collaborative play. Practitioners join in sensitively and this helps to promote children's exploration and thinking extremely well.
- Managers establish highly effective local partnerships. For example, pre-school children regularly make visits to a local residential care home. Children form friendships with the residents and this helps to promote their communication skills and confidence. Furthermore, they learn about people and life in the wider community.
- Managers have developed and embedded consistent systems for supervising and training the well-qualified team. Practitioners feel motivated and supported to continuously improve their professional skills and knowledge.
- Parents feel well informed about activities and children's care routines. For example, practitioners in the baby room share information by completing a daily diary. This helps to promote continuity in children's care and well-being. Parents comment that practitioners encourage and support them to continue children's learning at home.
- Practitioners accurately assess children's development. They plan wide-ranging experiences and activities that interest children and help to promote their good progress. However, on occasion, practitioners working with older children plan adult-led activities without taking enough account of what individual children know and can do.

What the setting needs to do to improve further

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

- sharpen the planning of adult-led activities so that older children are challenged to the highest level and make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector toured the nursery with a senior practitioner. She completed a joint observation with a deputy nursery manager.
- The inspector held a meeting with the nursery manager and two deputy nursery managers. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Managers make sure that all required policies and procedures, including for complaints, are in place. They use information from a range of sources when they evaluate the provision. For instance, managers collated data about children's progress. Their analysis of the data showed that children's progress in writing was not consistently keeping pace with other aspects of learning. Managers worked with practitioners to find out why. They helped practitioners to make changes to the programme of activities. As an outcome, the rate of children's progress in early writing has accelerated. Safeguarding is effective. Managers train practitioners to understand and follow the nursery's well-developed safeguarding procedures. Managers follow robust systems for recruiting and vetting practitioners. They know that they must keep Ofsted informed about changes and significant events.

Quality of teaching, learning and assessment is good

Practitioners plan activities that help to promote children's early reading effectively. For example, practitioners teach pre-school children to identify sets of items that begin with the same sound. Children of all ages listen to stories and learn that reading is pleasurable. They go on exciting outings that help them to understand the wider world. For instance, children regularly visit the seaside and play and learn on the beach. Practitioners plan activities that help children to develop strength in their hands and fingers. For example, children determinedly scrunch pieces of breakfast cereal with their fingers and thumbs.

Personal development, behaviour and welfare are good

The key-person system is effective and relationships between children and practitioners are positive. Children follow well-established daily routines. This helps them to become independent and they develop self-control. Managers carefully manage the ratio of adults to children and make sure that practitioners are deployed effectively. As a result, children are supervised well. Managers gather important information about children when they first attend the provision. For example, they find out whether children are allergic to certain foods and ensure that every child is catered for safely. Practitioners teach children to identify and think about risk. This helps children to meet new challenges with confidence.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children know that printed words carry meaning. Pre-school children begin to blend sounds together to make simple words. They recognise and begin to write their names. Children count and use numbers. They understand some of the purposes that numbers are used for. Children play cooperatively. They listen to each other's ideas and develop respect for views that are different to their own. Children become independent in matters of personal hygiene.

Setting details

Unique reference number	305125
Local authority	Cheshire West and Chester
Inspection number	10100943
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	158
Number of children on roll	259
Name of registered person	Jigsaw Curzon House Day Nursery Ltd
Registered person unique reference number	RP908160
Date of previous inspection	8 August 2014
Telephone number	01244 675712

Jigsaw Curzon House Nursery registered in 1998. The nursery employs 52 members of childcare staff. Of these, three hold qualifications at level 6, including one with early years professional status and one with qualified teacher status. There is one practitioner who holds a qualification at level 5 and three practitioners hold qualifications at level 4. A further 30 practitioners hold qualifications at level 3 and eight at level 2. The nursery opens from Monday to Friday, all year round. A holiday club operates during school holidays. Nursery sessions are from 7.15am until 6.15pm. Holiday club sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

