

<b>Inspection date</b>	28 June 2019
Previous inspection date	20 October 2016

<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 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

- Children make good progress in their learning and development. They enjoy coming to nursery and are happy and confident. They particularly enjoy the wide range of outdoor activities on offer.
- The small staff team works closely together to make sure that children get the most out of their time at the nursery.
- Partnerships with parents and extended family members are strong. Staff build good working relationships with them to support children to achieve what they are capable of.
- Support is good for children with special educational needs and/or disabilities and those with specific medical needs. Children's individual needs are respected, and activities and routines are adapted to ensure inclusion at all times.
- Feedback from parents and extended family members is very positive. They appreciate the home-from-home feel and the warm welcome they get when they drop off and collect their children.
- Children demonstrate a good understanding about how to keep safe and healthy. For example, they know they must keep their sunhats on to 'keep the sun off our heads'.
- Even though all children make good progress, it is not always clear exactly how the provider has specifically used additional funding for individual children.
- Sometimes, staff are not mindful enough of giving children sufficient thinking time when asking questions before they provide the answer themselves. For some children, this does not give them the opportunity to offer their own ideas, thoughts or suggestions.

## What the setting needs to do to improve further

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

- improve accountability for how additional funding is used to support the individual children in receipt of it to make the best progress
- increase staff's expectations during their interactions with children so that children are consistently given more thinking time to offer their own ideas, thoughts or suggestions.

### 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 with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and extended family members during the inspection and took account of their views.

#### Inspector

Anna Davies

## Inspection findings

### Effectiveness of leadership and management is good

Staff are deployed well throughout the nursery and during activities to ensure that children's individual needs are met. Risks are assessed carefully. For example, when staff are needed elsewhere and the large play equipment outside can no longer be supervised, the area is fenced off temporarily so that children cannot access it. Safeguarding is effective. The two designated persons for safeguarding have undertaken relevant and recent training. As a result, their safeguarding knowledge is appropriate. The nursery's safeguarding policy and procedures are effectively implemented. Concerns about children are logged appropriately and a decision is made by the manager as to what action is taken. Staff recruitment is secure. Regular supervision meetings with staff ensure they have time to assess their practice and any training they require. Each term, the manager monitors the children's progress overall and addresses any gaps in the provision or children's learning. The staff team works well together to build on the nursery's strengths and areas for development. For example, it has improved the provision for literacy in all areas of the nursery and is now focusing on doing the same for mathematics.

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

Children enjoy using the indoor and, especially, the outdoor environment. There are a wide variety of activities offered to them. Planning is based on individual children's needs and a topic of general current interest. For example, children are enthusiastic and eager to participate in a visit from an outside visitor with minibeasts. They compare the differences in the shell of a giant land snail to that of a garden snail. Some confidently hold and touch the minibeasts and one child shows great pride as he exclaims, 'I've never held a snail before!' Staff successfully adapt their teaching methods to help children learn effectively. Older children are adept at counting and understand increases in quantity. For example, when they are told that giant land snails have more than 10 teeth, they make further guesses of 16, 28 and 100. Assessment of children's progress is accurate and parents are effectively involved in their children's learning.

### Personal development, behaviour and welfare are good

Children behave well overall. Where there are incidents of inappropriate behaviour, these are dealt with fairly and sensitively by staff to help children to understand right from wrong. Children have a healthy attitude towards being outside in the fresh air. They enjoy looking at, and learning the names of, all the flowers and plants in the garden. They climb, ride, balance and build, which supports their good physical development and well-being.

### Outcomes for children are good

Children are supported well to make the progress they are capable of. This sets them in good stead for starting school when the time comes. They are keen to learn and enjoy interacting with each other, adults and visitors. Most are confident speakers and show curiosity, for example, as they blow bubbles with straws into water and notice the rainbow colours in them.

## Setting details

<b>Unique reference number</b>	221601
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113720
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Jigsaw Nursery Partnership
<b>Registered person unique reference number</b>	RP908903
<b>Date of previous inspection</b>	20 October 2016
<b>Telephone number</b>	01480 412736

Jigsaw Nursery registered in 1997. The nursery employs six members of childcare staff, including the manager. Of these, five, including the manager, hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday, from 8.30am until 4pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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