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| Inspection date | 27 August 2019 |
| Previous inspection date | 17 December 2015 |

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

- The management team is committed to raising outcomes for local children and their families. It organises events such as 'Friday Fun' activities, afternoon tea sessions and charity fundraisers to bring the community together.
- The patient and nurturing staff plan exciting activities for the children to become immersed in. Children enjoy blowing through straws to make bubble paintings, which are displayed in the outdoor area. They giggle with glee while they play 'tail tag' and practise their football skills with the staff outside.
- Children behave well and show high levels of concentration. They respond well to the clear routines and boundaries set. Staff act as excellent role models and they have high expectations of children.
- Reading skills are actively promoted in the nursery. Children enjoy listening to stories and take part in the nursery's 'summer reading challenge'.
- Parents are very thankful for the excellent care the staff provide. They praise them for being 'approachable', 'friendly' and 'going above and beyond to support children and their families'.
- Effective partnerships with a range of professionals are continually improving staff's knowledge of how to support children, including those with special educational needs and/or disabilities and those who speak English as an additional language.
- The majority of lessons are well planned. Occasionally, staff do not extend children's critical thinking skills in their play and learning.
- Professional development of staff does not precisely focus on raising teaching practice to the highest level.

What the setting needs to do to improve further

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

- provide further opportunities to extend children's critical thinking skills during their play and learning
- build on arrangements for the professional development of staff to enhance the standard of teaching even further.

Inspection activities

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

Inspector

Olivia Barnes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of what constitutes a safeguarding concern and the procedures to follow to protect children from harm. Self-evaluation is accurate and includes the views of parents and children. Staff have recently changed their self-registration process following parental feedback. Staff have forged strong links with the local school and they work collaboratively to ensure children's needs are met. Although staff are supported to attend in-house training, there is not enough focus placed on helping them build on their individual teaching skills to improve these to the highest level.

Quality of teaching, learning and assessment is good

Staff know the children in their care well and have formed close bonds with them. They plan exciting activities and topics for the children, using their current interests. They observe children in their play and regularly track their progress to plan for their next steps effectively. Babies smile adoringly at the staff as they learn to reach for musical instruments. Toddlers are keen to show adults the sunflowers and the cress that they are growing in the garden and they enjoy learning how to look after plants. Older children practise their throwing skills while they aim balls at a target to score points. Staff work closely with parents and readily give advice on how they can support their children's learning at home. Mathematical skills are promoted and children enjoy ordering the days of the week and recognising shapes as they build large-scale models.

Personal development, behaviour and welfare are good

Children are happy and settled. They enjoy spending time at this well-resourced and stimulating nursery. They demonstrate positive behaviour and actively take turns and share equipment. Children respond positively to the staff's clear instructions, encouragement and praise. They are motivated and excited to join in with all activities and enjoy telling the group their exciting news during 'welcome time'. Children are becoming independent learners and they enjoy setting the table for mealtimes and putting their own shoes on to go outside. Staff ensure that parents' wishes are followed, such as sleeping arrangements and dietary requirements. Children thoroughly enjoy a vast array of healthy fruit and vegetables at snack time as well as home-cooked food at lunchtime. They develop a positive attitude to leading a healthy lifestyle.

Outcomes for children are good

All children, including those with additional needs and those who speak English as an additional language, make good progress from their starting points. Children play well together and have made good relationships with their peers. They are confident to express their ideas and make choices about what they want to play with to lead their own learning. Children celebrate each other's differences and show respect to others. They develop the key skills needed for their next steps in learning and the eventual move to school.

Setting details

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| Unique reference number | EY454082 |
| Local authority | Halton |
| Inspection number | 10071605 |
| 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 - 9 |
| Total number of places | 30 |
| Number of children on roll | 53 |
| Name of registered person | New, Lesley Marie |
| Registered person unique reference number | RP906753 |
| Date of previous inspection | 17 December 2015 |
| Telephone number | 07930199203 |

Jiggy Childcare registered in 2012. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 4, and one member of staff holds an appropriate early years qualification at 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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