

Inspection of Jigsaw Day Nursery

85 Moor Street, Coventry CV5 6EY

Inspection date: 17 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have the support they need from staff to make good progress in all areas of their development. Their care needs are met without delay and this enables them to feel safe and secure in the care of the staff.

Children arrive happy and separate easily from their parents. Staff welcome children as they arrive and support them to select who they want to play with and what they would like to do. Children confidently explore their surroundings and make their selection from a good variety of activities indoors and outside. Children's skills in becoming fully independent are, generally, well supported.

Older children thoroughly enjoy the extra-curricular activities. They excitedly participate in gaining skills associated with playing football. Toddlers frequently enjoy listening to stories read to them by staff. They also confidently articulate their version of a story when they read a story to the staff. Many children like to share their experiences from home. Babies thrive through the close relationships that they share with staff.

Children learn about their similarities and differences. Older children engage in conversations about different types of families. For example, they discuss if they have a mum and a dad, two mums or two dads. Resources and visual displays promote positive images of some families.

What does the early years setting do well and what does it need to do better?

- The provider failed to notify Ofsted of a significant event, which is a requirement of their registration. This was in relation to the provider calling the police because an unauthorised person gained access to the premises. The staff and the provider took action to contain the situation and there was no impact on the children's safety.
- The manager and staff work closely together as a team and the manager is aware of staff's well-being. They support one another through difficult times, such as the current pandemic and the impact this has had on their personal lives.
- Staff support children who have special educational needs and/or disabilities exceptionally well. Babies receive warm and loving care from staff who are passionate about the job they do.
- Secure arrangements are in place for partnership working with parents. Methods for regular communication between staff and parents are strong. This ensures that children's individual care is tailored specifically to their needs.
- Parents and grandparents share that they are very satisfied with the overall service they receive. They say that their children make great progress in their

development and the staff are very kind towards their children. They also share that the service is flexible, thus meeting their ever changing childcare needs.

- Children's behaviour is very good. Staff frequently raise children's self-esteem as they utilise every opportunity to praise them for a job well done. Staff enhance children's understanding of their own safety and how to behave through frequent reminders and explanations. For example, staff explain to children the importance of walking down the staircase in single file and holding onto the handrail.
- Staff support children's creative skills extremely well through fun activities. Staff create small scale building sites using food to represent cement. Children learn about the process of change. For example, they learn that if they paste the cement-like substance on one brick and join it to another brick, they double in size. They begin to understand that if they repeat these actions in quick succession they can construct buildings. Children express awe and wonder in their achievements.
- Children participate in specific skills that enable them to be ready for school. Staff effectively support children to progress their fine motor skills and dexterity. Children access a range of tools that help to build their muscle control. For example, they steer and manoeuvre materials around a tuff tray on small digger and dumper trucks. They explore the patterns the vehicles leave behind and use their fingers to write letters and draw shapes.
- Staff encourage children to become independent through attending to most of their own personal needs. However, they do not always effectively encourage the pre-school children to learn to work together and help one another.
- Staff promote inclusion throughout most aspects of the service. Positive images include dolls with the features of Downs Syndrome. However, staff do not provide representation of some families in the baby and toddler room.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff keep their safeguarding knowledge up to date. Staff receive training on all aspects of safeguarding children, including the 'Prevent' duty. Management and staff discuss safeguarding matters during staff meetings. Senior staff explore staffs' knowledge of safeguarding during their appraisals. Displays in the staff room remind staff of the different types of abuse and their roles and responsibilities. Risk assessments are thorough and any potential risks to children that are identified are immediately minimised. Security within the nursery is good. Robust recruitment and selection procedures ensure that the staff employed to work with the children are suitable to do so.

What does the setting need to do to improve?

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

- extend children's understanding of working together and supporting one another
- support children's understanding of their similarities and differences even further.

Setting details

Unique reference number	2520139
Local authority	Coventry
Inspection number	10197278
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	50
Number of children on roll	54
Name of registered person	Jigsaw Earlsdon Ltd
Registered person unique reference number	2520138
Telephone number	07375065777
Date of previous inspection	Not applicable

Information about this early years setting

Jigsaw Day Nursery registered in 2019. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 to 4. 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.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting'
- The inspector toured the pre-school and completed a learning walk with the manager. The manager described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager and her deputy. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents and grandparents during the inspection and took account of their views.

We carried out this inspection 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.

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