

Inspection of Little Jigsaw's Children's Day Nursery

736 Ormskirk Road, Wigan WN5 8BB

Inspection date: 17 September 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 arrive smiling and eager to attend the welcoming nursery. Arrangements for new drop off procedures, due to the COVID-19 (coronavirus) pandemic, mean that staff now greet families at the door. This has not had an adverse impact upon children or their parents. Staff have ensured a good two-way flow of communication with parents.

Children are happy and demonstrate an infectious enthusiasm for the opportunities provided by staff, both indoors and outside. They share resources and welcome each other into their play, negotiating and taking turns. Children are aware of the high expectations staff have for their behaviour. They treat each other, and staff, with kindness and respect. Strong and secure bonds develop between children and staff, who are always available to offer comfort and reassurance. Children seek staff out to show their accomplishments and share their ideas.

There are a wide range of learning opportunities on offer for children to choose from, to ignite their thirst for learning. Children relish the opportunity to get messy, babies delight in squeezing and squashing orange scented dough. They bring their hands to their face to smell the aroma created. Older children enjoy cutting herbs and rolling them between their fingers as they talk about what they can smell. This successfully supports them to develop their physical skills.

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

- Managers and staff get to know the children well. Staff caring for babies liaise closely with parents, which helps them to follow babies' routines. As a result, babies are very settled and feel secure. Staff find out about what older children already know and can do. They use this knowledge to develop a curriculum that meets the needs of all children. This effectively supports children in taking the next steps in their learning.
- Staff plan a range of exciting activities in which children are encouraged to engage. They follow the interests of children and carefully consider what they need to learn next. However, on occasion, the organisation of some group activities, particularly for older children, is not fully considered. This results, at times, in some children being less engaged and challenged in their learning.
- Overall, staff support children's communication and language skills effectively and encourage children's imagination well. Older children are encouraged to use descriptive words, such as 'infuse', as they talk about the different fruit teas they mix and explore different ingredients. Younger children enjoy cuddling into staff as they share stories. They eagerly turn the pages and point to pictures as they repeat new words. Occasionally, however, some staff do not consistently use the correct pronunciation of words when talking to younger children, in order to support their developing speaking skills further.
- Managers use any additional funding well to help to ensure that the needs of all

children, including those with special educational needs and/or disabilities (SEND) are met. For example, sessions from a local football club have supported staff in enhancing the physical skills of children who require additional support. The special educational needs coordinator is committed to ensuring that children with SEND receive the very best possible support at the earliest opportunity. She works closely with staff and external agencies to implement accurate and effective plans.

- All children enjoy time spent exploring outdoors. They develop their physical abilities and problem-solving skills in the secure play area. For example, older children work well together to make their own see-saw. They discuss what materials they need and how to build it so that they can each take a turn. Younger children play alongside older children, who are mindful of their own and the younger children's safety.
- Leaders are deeply committed to ensuring the well-being of both staff, children and their families. A wide range of additional support has been provided to families and staff during the pandemic. Parents speak very highly of the nursery and the support they receive. Staff are routinely offered a range of targeted professional supervision and training opportunities that support them in their role.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff undertake regular safeguarding training to update their knowledge. They have a good understanding of the signs and symptoms of abuse. Staff know the procedures to follow if they have a concern about a child in their care as well as the whistle-blowing procedure. The manager implements robust recruitment and vetting checks. She undertakes robust suitability checks to ensure that only those suitable to work with children do so. Staff are vigilant in keeping children safe from harm and supervise children effectively.

What does the setting need to do to improve?

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

- review the organisation of group activities, particularly for older children, to ensure that all children are able to fully engage and are consistently challenged in their learning
- ensure that staff are consistently modelling the correct use of language to further support younger children in their speech and language development.

Setting details

Unique reference number	EY562834
Local authority	Wigan
Inspection number	10194231
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 at time of inspection	0 to 4
Total number of places	54
Number of children on roll	78
Name of registered person	The Jigsaw Club Ltd
Registered person unique reference number	RP902379
Telephone number	01942 221403
Date of previous inspection	Not applicable

Information about this early years setting

Little Jigsaw's Children's Day Nursery registered in 2018 and is situated in Wigan. The nursery opens on Monday to Friday, from 7am to 6pm, all year round. The nursery employs 15 members of childcare staff. Of these, 13 hold relevant qualifications from levels 2 to 6, including one who holds qualified teacher status. The provider is also a qualified paediatric nurse. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out two joint observations of group activities and routines.
- The inspector spoke to several parents during the inspection and also took account of the views of parents from the written statements provided.

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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