

Inspection of Jigsaw Ash Tree Farm Day Nursery

Ashgrove Farm, Wrexham Road, Chester, Cheshire CH4 7QR

Inspection date: 28 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 enjoy attending this spacious and welcoming nursery. They are motivated to learn and there is a wide array of interesting activities on offer. Younger children learn to take turns as they each select a toy from a bag at circle time. Older children engage in conversations and share their ideas. They test out their theories and develop critical thinking skills. For example, they explore broccoli and cucumber to establish which is a fruit and which is a vegetable. Children value their friends and listen to the ideas of others.

Children behave impeccably because staff have high expectations for all children. They listen to rules explained by staff and follow them to ensure they are safe. Children demonstrate high levels of care and attention as they safely hammer nails into planks of wood. They receive an abundance of praise from staff and their peers. As a result, they have high self-esteem and are motivated to learn.

Following COVID-19 restrictions, children's personal, social and emotional development has been given utmost priority. For example, children now enjoy days out, they visit forests and beaches. They meet members of the local community as they tend to the nursery allotment and visit local shops. Consequently, children are confident in social situations.

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

- Children engage in physical and energetic play in the outdoor area. They climb, jump and race against each other, developing their large muscles, stamina and coordination. Staff draw children's attention to their heartbeats, how their skin feels and changes in their breathing. This helps children to understand their physical health and recognise when they need to rest or have a drink of water.
- Staff prioritise children's communication and language development. They ask questions to provoke lively discussions, for example, after reading a 'Supertato' book. Children answer questions and decide the character is happy as they are 'beaming' and explain a smile is also called a 'grin' and a 'smirk'. Children develop the vocabulary needed to describe their feelings and emotions.
- Children have extremely positive relationships with their key person. Babies receive instinctive support from their key person. For example, when babies stand at the water tray, they receive help to remain standing. This means they feel happy and reap the intended benefits as they splash and sing with their friends.
- Leaders are keen to ensure children are prepared for school and design the curriculum to promote independence. Older children proudly demonstrate how they can put on their own coats. Those who are less confident have learned a trick to flip their coat over their head. Staff provide encouragement and excellent

support, so that all children develop their independence skills.

- Children learn about different world cultures each day at lunchtime. For example, children eat Jamaican food, listen to reggae music and learn facts about Jamaican culture. However, there are not the same opportunities for children to learn about the culture and heritage of those attending the nursery. This means children's understanding of diversity in modern Britain is less well developed.
- Staff promote children's understanding of what makes them unique. Children share photos with their friends that show their experiences in nursery and at home. Babies hear their name in songs and rhymes. This helps children develop a sense of their own identity and build positive relationships with the children in their group.
- Partnership with parents is good. Parents receive feedback through private social media pages and an electronic communication system. They receive termly reports on their children's learning and development, which keeps them up to date. Parents are happy with the nursery and feel well informed on how to support their children's learning at home. This helps children to make good progress.
- Staff state they feel supported by the management team. Steps have been taken to reduce paperwork, so staff can spend more time interacting with the children and supportive supervision is in place. However, members of the team do not always support learning. For example, during group activities staff, sometimes, try to give too much information and ask questions that are not always relevant. As a result, children become overwhelmed and do not benefit from the activity.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge of the signs and symptoms that may indicate a child is being abused or neglected. They know procedures to follow if they have a concern about a child in their care. All members of staff have completed paediatric first-aid training, so any incidents or accidents can be confidently dealt with. Staff involve children in regularly risk assessing the environment and activities. This means that children develop a good understanding of how to keep themselves safe. For example, during a forest school session, children know that when they toast marshmallows, they must remain at a safe distance from the fire.

What does the setting need to do to improve?

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

- develop opportunities for children to learn about and celebrate the different

cultural identities within the nursery

- help staff to consider the impact of their interactions with children to help ensure children remain focused during activities.

Setting details

Unique reference number	2532924
Local authority	Cheshire West and Chester
Inspection number	10208512
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	76
Number of children on roll	86
Name of registered person	Jigsaw Curzon House Day Nursery Ltd
Registered person unique reference number	RP908160
Telephone number	01244 675712
Date of previous inspection	Not applicable

Information about this early years setting

Jigsaw Ash Tree Farm Day Nursery registered in 2018 and is situated in Chester. The nursery operates from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The centre employs 18 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, two hold qualifications at level 5, twelve hold qualifications at level 3 and one holds a qualification at level 2. Two members of staff have qualified teacher status and one member of staff has early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observations of group activities.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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