

Inspection of Jigsaw Childcare (Catterick) Limited

Linear Park, Catterick Road, CATTERICK GARRISON, North Yorkshire DL9 4QP

Inspection date: 12 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in this nurturing and well-resourced environment. Staff are enthusiastic and exceptionally welcoming as they greet children and parents on arrival. This supports children to feel safe and secure. Children separate from their parents easily and enter the nursery with big smiles on their faces.

Staff are highly attentive towards babies' developmental needs. Babies delight in the opportunities to practise their early movements. They lie on the floor, happily chewing on a rattle and kicking their legs out. Babies laugh and giggle with glee as they respond to staff who say, 'Look at you, look at your legs moving.' This attention makes babies move their legs even faster.

Children thoroughly appreciate playing together and are active, busy learners. They relish the freedom they have to explore the outdoor environment. Children show exceptional levels of problem-solving, perseverance and a can-do attitude to achieving their goals from a young age. For example, younger children delight in the opportunities offered to practise their developing physical skills. They manoeuvre themselves across crates and balance on planks. Children very carefully watch where they put their feet and keep their arms out to steady themselves. Children respond with beaming smiles at the very genuine praise they receive from staff for their efforts.

Older children relish showing their knowledge of the natural world. They look up as they hear an aeroplane in the sky. Children explain they cannot see the aeroplane because there are clouds in the sky. They talk about the sky needing to be clear to see aeroplanes.

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

- Staff make ongoing assessments of children's achievements. They use detailed development information from parents to plan for children's learning from the start. Staff have a good understanding of what children already know and can do and what they need to learn next. Staff are knowledgeable about how to extend babies' physical skills, for example by encouraging young babies to become more mobile by giving them space to move around.
- Staff are innovative in the ways they support children's mathematical development. For example, with older children, staff introduce outdoor games where children count the number of steps they take. With younger children, staff count 'one' and 'two' as children take their shoes off. This helps children to understand that numbers have meaning.
- The management team and staff support children with special educational needs and/or disabilities and their families exceptionally well. They discuss concerns

about children's development with parents. The management team and staff engage with relevant agencies so that support for children is received quickly. This helps children to achieve to the best of their abilities.

- Staff are proficient in developing children's communication and language skills. They get down to children's levels and speak slowly and clearly, giving children time to respond. Babies joyfully babble as they respond to staff talking to them. Staff make the most of opportunities to extend children's vocabulary further. Older children know about oral health and that they could get 'cavities' in their teeth if they forget to brush regularly.
- Staff are exuberant as they read stories. They engage children across all ages in actions to bring the stories to life. For example, as children make 'Gruffalo crumble', they enthusiastically squeeze oranges into the mixture. Children develop their fine motor skills as they mix the crumble and watch it flow through their fingers.
- Staff encourage children's confidence and self-esteem as they give children responsibility for different tasks. For example, older children are eager to hand out cutlery and drinks at lunchtime. Children recognise individual drinks as they read children's names written on the bottles. Children's pride in their achievements reflects in their facial expressions.
- Older children automatically know to wash their hands after using the toilet and before eating. They make sure that they rub soap and water onto their fingers, the back of their hands and their thumbs. Staff help younger children to learn to do this for themselves. However, staff do not use this time to further develop children's understanding of keeping themselves healthy. They do not explain to children the reasons why they need to wash their hands.
- Children behave very well. Older children willingly share resources. Staff teach younger children and babies about taking turns. However, staff are not consistent in developing children's manners. For example, staff do not always say 'please' and 'thank you' or remind children to do the same. As a result, opportunities to develop children's awareness and understanding of respect and consideration for others are sometimes missed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow to ensure the welfare of children in their care. The management team ensures that all staff attend regular safeguarding training and are kept up to date with current safeguarding legislation. Rigorous and robust recruitment procedures are in place. Thorough performance management systems help the management team to identify any training needs and review the quality of practice.

What does the setting need to do to improve?

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

- develop children's understanding of self-care skills even further to ensure that they have a good understanding of why they need to keep themselves healthy
- ensure that staff consistently say 'please' and 'thank you' and teach children to do the same in order to improve children's understanding of respect and consideration towards others.

Setting details

Unique reference number	EY464882
Local authority	North Yorkshire
Inspection number	10229670
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	92
Number of children on roll	74
Name of registered person	Jigsaw Childcare (Catterick) Limited
Registered person unique reference number	RP908385
Telephone number	01748 833725
Date of previous inspection	25 January 2017

Information about this early years setting

Jigsaw Childcare (Catterick) Limited registered in 2013. The nursery employs 16 members of childcare staff. Of these, one holds a childcare qualification at level 6, one holds a qualification at level 4, 10 hold qualifications at level 3, two hold qualifications at level 2, and two staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30 to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the early years lead.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Evidence of staff's qualifications and the suitability of all those working in the nursery was checked by the inspector.
- The inspector spoke to parents at the inspection and took account of their views.
- Children's records were viewed by the inspector along with a range of other documentation, including policies and procedures.

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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