

Inspection of Jigsaw Day Nursery

85 Moor Street, Coventry CV5 6EY

Inspection date: 2 March 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The education provided is not good enough. Some managers and staff do not have a good enough understanding of the curriculum and what they expect children to learn. Recently, a new curriculum has been implemented, including a new style of planning. However, most staff do not confidently link activities provided to what they know about children's learning. This does not help to continually build on what children know and can do to help foster consistently good progress.

Due to weaknesses in some managers' safeguarding knowledge, there is a risk that some child protection concerns might not be effectively managed. Despite this, babies' and toddler's care needs are well met, including nappy changing and sleep arrangements. Staff develop warm relationships with babies and toddlers. These children enjoy staff's attention, comfort and positive interaction. Babies enjoy freely cruising, physical games in the ball pool, and rolling large balls to and from their peers. They also like exploring toy farm animals. Staff working with babies model animal names and the sounds they make to invoke early language. Toddlers like sensory and creative exploration of a small-world farm with real-life materials, such as hay. Children like playing with sand and they enjoy painting with varied textures. They generally enjoy their time at nursery and some aspects of their development are promoted.

That said, provision in the pre-school is, at times, very poor quality. The atmosphere in this room, on occasion, is quite chaotic and loud. Staff are generally friendly. However, they do not ensure a consistent approach to managing and supporting children's behaviour. There are times when pre-school children become evidently bored and frustrated by the very restrictive routine. The children have some fun generally as they play in the role-play area, enjoy some water play, and make models with various materials. However, the quality of interactions with pre-school children is inconsistent and, at times, does little to add to their learning.

Staff do not oversee and manage pre-school children's self-care routines well enough. They do not consistently teach them about the importance of these. Overall, pre-school children are not equipped with all of the key skills they need to successfully progress to their future learning with ease. Furthermore, some children with special educational needs and/or disabilities (SEND) do not benefit from timely intervention and targeted help. This means that the gaps in children's attainment are not narrowing swiftly enough.

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

- Since the last inspection, managers have made some staffing changes. A new toddler room lead, an additional toddler staff member, and two new pre-school

apprentices have been recently employed. Furthermore, two internal promotions have taken place, including acting deputy manager and pre-school room lead. A new curriculum approach has also been adopted and rolled out. However, self-evaluation has failed to identify current weaknesses in practice. Therefore, managers have been unable to maintain overall good-quality care and education for children.

- Not all those working as part of the management team, who are trained designated safeguarding leads, are confident with all aspects of safeguarding. This includes being alert to all possible types of child abuse, such as extreme cultural safeguarding issues or the risk of peer-on-peer abuse. Therefore, they are unable to demonstrate that they know how to recognise if there are concerns in relation to this in the setting.
- The new curriculum is not embedded. Staff know children, as they observe their development and, in the main, they can identify what children need to learn next. However, staff do not build on this when providing activities. This is because they focus more on children's interests and resources and foster these over learning aims. This does not help to continually promote good progress across all areas of children's learning and development.
- The provision for children with SEND is not good enough. Staff do not always swiftly recognise concerns or identify key areas of need. Furthermore, pre-school staff do not work together as a team to implement successful strategies of support for these children. Pre-school staff are not proactive enough. They tend to wait to see what other professionals might tell them to do, despite the possibility of long delays in getting their advice, before providing these children with the targeted help they require.
- Not all parent comments are positive, despite the varied methods used to work with them, including the use of a new online app. Staff do not ensure there is an open and transparent two-way flow of information about the provision, specifically in relation to the manager's dog. Parents are not informed that the dog is often upstairs in the office. Staff do not share enough detailed information about children's care and learning with all parents, especially those new to the setting. Furthermore, some parents feel unable to raise concerns with management if and when needed. This does not help to foster continuity for children between the setting and home.
- Communication, language and literacy are adequately promoted across the nursery. This includes reading books and stories and lots of singing and music, which, generally, all children enjoy.
- Children's good health is generally well promoted. Nutritious snacks and meals are offered throughout the nursery. Recently, staff have introduced oral hygiene activities to children to start teaching them about the importance of taking care of their teeth. However, the staff's promotion of self-care in the pre-school is not good enough. Pre-school staff are overly reliant on these children to clean themselves after eating or messy activities without support, even if they are unable or choose not to do so. Staff do not consistently oversee these children using the toilet either. This means that some pre-school children spend periods of time waiting for help and some leave without routinely washing their hands.
- Staff's behavioural expectations of children, including those with SEND, are not

always appropriate and children do not receive adequate support. This is especially evident during and directly after lunchtime, which takes place in two sittings. During this time, staff keep children either in the role-play area with only set activities or in the main room having lunch. Immediately following lunchtime, children are expected to take part in group singing before staff lead them to the creative area. As a result, this significantly limits children's choices as they sit for prolonged periods of time and it occasionally causes children, including those with SEND, to become upset.

- The provider understands the notifications that should be made to Ofsted and ensures these are managed in a timely way.
- The arrangements for managing and supporting staff to ensure that they have the skills they need to fulfil their expected roles are not good enough. While the provider and the manager were absent from the setting for an extended period of time, staff who were not confident in all aspects of the role were left in charge. All managers and staff have received recent training on the new curriculum approach. However, managers' and staff's understanding and their implementation of this is not embedded. The provider needs to ensure that more targeted coaching and mentoring is provided to help some managers and staff upskill.

Safeguarding

The arrangements for safeguarding are not effective.

Some managers do not demonstrate a good enough knowledge of safeguarding issues. That said, some managers are able to identify some key signs of child abuse or neglect, and know where to report certain concerns. All staff spoken to understood their safeguarding responsibilities. All managers and staff are suitably vetted. The management team and most of the staff are well qualified. They access routine training, including first aid, and, as a result, accidents and injuries are well managed. The premises are secure and a robust visitors' policy is implemented so no unauthorised persons can gain access without supervision. The provision, including suitable resources, toys and equipment, is effectively risk assessed and well maintained. In general, the environment is kept clean and tidy as staff undertake these duties daily.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure all those working as part of the management team are confident with all aspects of safeguarding, including being alert to all possible types of child abuse, so they fully understand how to identify and recognise varied concerns	31/03/2022
improve and embed a curriculum that meets the development needs of the children, taking into account their ages, abilities and next steps for learning	25/04/2022
help staff understand what they want children to learn so that activities provided are aimed at building on what children know and can do across all areas of their learning and development	25/04/2022
improve the provision for children with special educational needs and/or disabilities, so that concerns are swiftly recognised, areas of need are identified, and strategies of support are consistently implemented by all staff, specifically in the pre-school	31/03/2022
ensure a consistent approach to managing behaviour, including implementing an appropriate routine in the pre-school	31/03/2022
support staff to better oversee and manage pre-school children's self-care routines, including consistently teaching them about the importance of these	31/03/2022
enhance partnership with parents to ensure an open and transparent two-way flow of information about the provision, and children's care and learning, including ensuring they are able to raise concerns with management	31/03/2022

<p>extend the arrangements for managing and supporting managers and staff to ensure they have the necessary skills they need to fulfil their expected roles, including providing targeted coaching and mentoring to help them upskill.</p>	<p>25/04/2022</p>
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Setting details

Unique reference number	2520139
Local authority	Coventry
Inspection number	10220217
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	50
Name of registered person	Jigsaw Earlsdon Ltd
Registered person unique reference number	2520138
Telephone number	07375065777
Date of previous inspection	17 June 2021

Information about this early years setting

Jigsaw Day Nursery registered in 2019. The nursery is located in Coventry. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and seven hold appropriate early years qualifications at level 3. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching during activities indoors. She assessed the impact this had on children's learning.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to the provider and manager on the telephone and held a meeting with the deputy nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of managers and staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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