

Inspection of Jigsaws Childcare Ltd

Kirk Fenton Parochial C of E Primary School, Main Street, Church Fenton,
TADCASTER, North Yorkshire LS24 9RF

Inspection date: 19 May 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 arrive happy and are eager to begin their day. They are greeted by cheerful staff, who welcome them into this warm and inviting nursery. Children enjoy a wide range of experiences that help them to learn and develop a range of skills. Staff carefully consider children's individual needs and adapt activities, so that they are accessible for all children. For example, babies have access to sensory play on the floor and on tabletops to meet their differing physical abilities. Staff play alongside children and extend their learning through questioning and introducing new concepts, such as shapes. Staff praise children for their efforts, especially when children persevere at tasks, such as filling a jug to the top with water. Older children are confident and happily talk about their experiences in nursery. They remember how to make play dough and recall the ingredients they used earlier in the day. Transitions into the setting and when children move rooms are successful. Staff tailor visits to meet children's individual needs and spend time building secure attachments with them, so that children feel safe, secure and are fully settled.

Children are well behaved, kind and considerate of each other. Staff focus on positive reinforcement to promote good behaviour and children respond well to praise and encouragement. Staff effectively teach children about their feelings and emotions through activities, books and discussions.

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

- Staff know the children that they care for well and confidently talk about what makes them unique. Overall, they plan and provide activities that meet children's interests and learning needs. Staff know where children are in their development. They have clear targets for what they want children to learn next, including those with special educational needs and/or disabilities.
- The nursery curriculum is ambitious and well sequenced. Staff focus on helping younger children to develop core skills. For instance, children build secure attachments, develop good communication skills and are physically capable. As children progress through the nursery, staff focus on teaching them the skills that they will need for future learning.
- Staff encourage children to be independent and do things for themselves. Children enjoy carrying out tasks, such as scraping their leftover lunch into the bin and helping to wipe down tables. Children are familiar with the daily routines. However, staff do not consistently give children notice of when activities need to change. Children's learning is not fully extended, as they are not always able to finish what they are doing before having to move on.
- Staff support children's communication, language and literacy development successfully. They use songs, rhymes and stories throughout the setting to

engage children and extend their vocabulary. For example, babies enjoy finding farm animals in books and match them to animal figures. They make animal sounds and begin to say some animal names. Older children act out stories in the garden. Staff introduce new words, like volcano and erupt. Staff explain what they mean to extend children's language and comprehension.

- Staff are highly trained and incorporate skills, including those developed through forest school training, into the nursery curriculum. Children spend a great deal of time outside learning about nature and the world around them. They engage in endless activities to promote their physical skills and learn to take manageable risks in their play. For instance, children enjoy planting, woodwork and den building. Occasionally, however, staff step in too quickly to solve problems for children, instead of helping them to find the answers themselves.
- Parents are happy with the care and education that their children receive. They speak positively about staff, describing them as being 'warm, kind and friendly'. They say that they are regularly updated about their children's learning through daily feedback, observations, photos and progress reports. Parents are pleased with the helpful suggestions they receive to support their children's learning at home. For example, staff set home learning challenges, which are always fun to do.
- Leaders and managers successfully support staff through robust induction and monitoring procedures. Staff have regular supervisions and observations to help them to improve their practice. They undertake a wealth of training to help them to keep their skills and knowledge up to date.
- Self-evaluation is effective. Leaders consider the views of staff, parents and children when making improvements to the nursery. For example, questionnaires were recently sent out to parents to get their views on using technology in the nursery. The findings are helping to develop the curriculum in this area.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have good safeguarding knowledge. They understand what signs might indicate a child is at risk of harm and know who they should report any concerns to. Staff know how to keep children safe in the setting and complete regular risk assessments of the environment. They teach children about keeping themselves safe, with gentle reminders about their surroundings when engaging in more risky play outside. Robust recruitment and induction procedures are in place for new staff. Leaders and managers regularly check staff's suitability to work with children.

What does the setting need to do to improve?

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

- give children time to complete activities they are engaged in before moving them on, to extend their learning even further
- support staff to consistently help children to extend their learning and solve problems for themselves.

Setting details

Unique reference number	EY357625
Local authority	North Yorkshire
Inspection number	10229343
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 11
Total number of places	51
Number of children on roll	121
Name of registered person	Jigsaws Childcare Limited
Registered person unique reference number	RP909274
Telephone number	01937 558951
Date of previous inspection	17 February 2017

Information about this early years setting

Jigsaws Childcare Ltd registered in 2007 and is located in Tadcaster, North Yorkshire. The nursery employs 24 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. This includes before- and after-school care and holiday care for school children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Cotton

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 managers and has taken that into account in their evaluation of the nursery.
- The inspector observed interactions between staff and children during activities and assessed the impact these have on children's learning.
- The managers and the inspector completed a learning walk and discussed how the nursery implement their curriculum.
- The inspector and the operations manager completed a joint observation of an activity.
- The inspector held a meeting with the leadership and management team and sampled documentation, including suitability checks of staff and first-aid certificates.
- The inspector spoke to parents during the inspection to take 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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