

Inspection of Jigsaw Day Nursery

Jigsaw Nursery, 1 Cricket Green, MITCHAM, Surrey CR4 4LB

Inspection date: 13 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and have a positive attitude to their learning. They receive good levels of care and build strong bonds with staff and their peers. The curriculum provided offers children challenge and stimulates their interests. During activities, children show good levels of enjoyment and curiosity. Children learn about the health benefits of vegetables from across the world. They examine, smell and taste real fruit and vegetables, such as avocado, plantain, squash, sprouts and yam. This helps children to learn about the natural world and where food comes from.

Younger children are motivated learners who enjoy playing in the safe and stimulating environment. They are particularly focused during singing sessions, where they see and use puppets. Their knowledge of animals and the sounds which they make is explored as they listen to 'Old MacDonald Had a Farm'. This helps them to develop their language and their small muscles as they access the puppets. Staff have high expectations for all children. Children of all ages respond positively to staff and each other. They show a good understanding of the boundaries which are set. For example, children are aware of the importance of having 'kind hands' and not running around inside. Children's behaviour is good.

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

- Children's interests are at the centre of the planning for children's learning. Staff use information gathered from observations to plan meaningful activities that reflect children's interests effectively. Children take part in a good balance of adult-led and child-initiated activities. This supports them to continually develop in all areas of learning.
- Staff promote children's understanding of the natural world effectively. They learn about how things grow as they create hanging flower baskets. Older children learn about volcanos and dinosaurs. Their vocabulary is extended as they learn new words, such as 'lava', and are introduced to dinosaur names.
- There are plenty of opportunities for children to express their creativity. They access a wide range of interesting resources to allow them to use their imagination and creativity throughout the day. For instance, younger children enjoy using the musical instruments to sing along to familiar Christmas songs. Meanwhile, older children become engrossed in using small-world resources and their imagination to recreate situations from their favourite story 'Big Red Bath'.
- Children take part in Spanish classes and learn to count to 10 in Spanish. However, staff have not fully considered the needs of children who are bilingual and speak English as an additional language. They provide children with limited opportunities to see and use their home languages within the setting.
- Staff help children to develop a love of books. Young children have tremendous

fun and ample space to move around and re-enact a bear hunt, using their senses and imaginations to explore mud and shaving foam on their journey.

- Children have very good opportunities to learn about a healthy lifestyle. They take part in effective handwashing routines and learn about oral hygiene through toothbrushing at mealtimes. However, older children have limited opportunities to be independent during mealtimes.
- Children with special educational needs and/or disabilities are supported well by staff. Staff communicate regularly with parents and work closely with the special educational needs coordinator and other professionals. They implement appropriate strategies to support children's care and learning effectively. They introduce 'attention buckets' to help children learn how to focus their attention. This positive partnership working helps staff to promote positive outcomes for children.
- The manager ensures staff's ongoing professional development is promoted as they receive training, supervision and appraisals, which positively impacts on the children. Staff complete various courses, such as courses on children's communication and language, behaviour management and special educational needs.
- Questionnaires and personal testimonies evidence that parents appreciate the care and education provided by staff. Parents are encouraged to be involved in their children's learning, for instance through daily discussion and comments on an online app. This promotes consistency across the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of abuse. They are familiar with the procedures to follow should they have a concern. All staff complete safeguarding training. Risk assessments are completed, and play areas are checked daily to ensure that they are safe and suitable for children. Children are taught to keep themselves safe as they are reminded of the dangers of using a knife when cutting vegetables. The manager implements rigorous recruitment procedures to help ensure all new staff are suitable to work with children. For instance, they conduct robust suitability checks and provide induction and probationary periods.

What does the setting need to do to improve?

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

- provide meaningful opportunities for children to hear and use their home languages
- maximise opportunities for older children to develop their independence during mealtimes.

Setting details

Unique reference number	EY429426
Local authority	Merton
Inspection number	10235558
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	1 to 4
Total number of places	40
Number of children on roll	39
Name of registered person	Olamiju, Kolawole Ebenezer
Registered person unique reference number	RP906497
Telephone number	0208 6466075
Date of previous inspection	8 December 2016

Information about this early years setting

Jigsaw Day Nursery registered in 2011 and is located in Mitcham, in the London Borough of Merton. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year, except for bank holidays. It is in receipt of funding for the provision of early education for children aged two, three and four years. The nursery employs 15 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications ranging from level 2 to 6.

Information about this inspection

Inspector

Trisha Edward

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of education during activities indoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held discussions with the manager and staff throughout the inspection. She sampled records, such as documents relating to the suitability of staff working with children, including qualifications and first-aid certificates.

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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