

Inspection of Jigsaw Day Nursery

4 Cumberland Gardens, ST. LEONARDS-ON-SEA, East Sussex TN38 0QL

Inspection date: 20 February 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing, caring, family-orientated nursery. They form exceptionally close attachments to the particularly kind staff who know them all especially well. Children show how emotionally secure they feel. They confidently approach staff for cuddles when they need extra comfort and know that staff will respond immediately. Staff gently reassure children and allow them ample time to talk about how they feel and re-join activities when they are ready.

Children behave extremely calmly and develop strong friendships with their peers. They learn from a young age how to share and take turns in their play. Staff role model these behaviours consistently well. They continually treat every child with kindness, respect and courtesy. Every child is clearly valued, welcomed and fully integrated into the 'Jigsaw family'. Children's unique qualities and personalities are actively celebrated and fostered.

Children's individual learning needs are planned for extremely well. There is a well-sequenced, fully embedded curriculum which helps children make rapid progress from their individual starting points. Parents commend the staff on the progress their children make, particularly in their development of confidence, and their language skills. Children's learning is planned for seamlessly across the age groups.

Children develop a real love of learning as staff make activities fun. They plan the routine carefully around the children's needs. Staff use highly creative, imaginative and inspiring techniques to promote children's interests. This helps to captivate children's deep levels of curiosity and encourages them to become active, inquisitive learners.

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

- The nursery manager is an aspirational leader. She uses her wealth of expertise, professionalism and experience to create a team of the highest calibre. She leads by example and is highly respected by the parents and adored by the children. The nursery manager works relentlessly hard to fully understand the different needs of children and families. Parents are overwhelmingly positive in their feedback about the nursery. They describe the leadership and staff team as 'amazing' and 'brilliant'.
- Teaching is outstanding. Staff are highly responsive to children's needs and changing interests. They act spontaneously and plan activities which are relevant and purposeful to children. Staff recently planned a visit from the fire brigade in response to children's fascination with firefighters. Children talked excitedly about the meaningful experience. The wealth of knowledge they gained from the visit is reflected in their creative play, in-depth understanding, and sustained

engagement in this topic. For example, as children pretend to be firefighters, they confidently recall information they learned from the experience.

- Children's behaviour is exemplary. They arrive at nursery with high levels of enthusiasm and anticipation for the day, and excitedly greet their friends and the staff. Children are extremely polite to one another and play harmoniously together. Staff praise children highly and continually promote their positive self-esteem. They actively celebrate children's daily achievements, however small.
- Staff help children to develop an exceptional level of confidence and independence. Children fully understand the simple routine of hanging their coats and bags up when they arrive at nursery. They develop a strong sense of belonging. They know precisely where their things are kept and can access them easily and independently throughout the day. This means they confidently find their belongings and get ready to go outside independently. These routines prepare children well for routines they may follow when they start school.
- Children's safety and well-being is given the highest priority. The nursery environment is extremely safe and secure. It provides a welcoming, spacious and exciting space for children to freely explore, inside and outside. Staff are consistently vigilant in supervising children closely and checking on their welfare. Safeguarding arrangements are followed robustly and staff have an excellent knowledge of how to report any concerns they may have.
- The nursery curriculum is broad and balanced and covers all areas of learning exceptionally well. Staff skilfully promote children's language skills throughout all aspects of the routine. Books, favourite rhymes and stories are used creatively as a starting point for other activities. For example, children excitedly recall refrains from the 'Whatever Next' story. They delight in calling out 'Zoom, zoom, zoom, we're going to the moon!' to prepare for change-over times within the daily routine. Staff successfully weave in other areas of learning to this fun activity. For example, they help children learn to confidently use numbers in their play as they prepare for the imaginary 'Blast off!'.
- Staff provide outstanding levels of support for children who need extra help with their learning. They assess children meticulously and make sure support programmes are put in place swiftly. Precise, highly-focused action plans are prepared and shared with parents and other professionals. Leaders use funding wisely to make sure provision is of the highest quality. They consistently ensure staff are exceptionally well trained and able to confidently meet every child's care and learning needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	508993
Local authority	East Sussex
Inspection number	10311780
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	2 to 4
Total number of places	30
Number of children on roll	62
Name of registered person	Jefferies, Jennie Lynn
Registered person unique reference number	RP910389
Telephone number	01424 460600
Date of previous inspection	10 April 2018

Information about this early years setting

Jigsaw Day Nursery registered in 1994. It is open Monday to Friday, from 8am to 6pm, all year round. Funding is accepted to provide free early education for children aged two, three and four years. A team of seven staff work with the children. Six staff hold appropriate early years qualifications at level 3 and one staff member has a foundation degree in early years.

Information about this inspection

Inspector
Jo Caswell

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 nursery manager and has taken this into account in her evaluation of the nursery.
- The nursery manager talked to the inspector about the nursery curriculum and how this is planned for.
- The inspector and nursery manager carried out a joint observation of an activity and evaluated the quality of teaching.
- Children spoke to the inspector about what they enjoy doing at nursery.
- Staff explained how they plan for children's learning needs and what they do to keep children safe at nursery.
- The inspector spoke with the nursery owner and the nursery manager about how the setting is managed.
- A small number of parents spoke with the inspector directly. Many parents provided written feedback. The views of all parents were fully considered by the inspector.

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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