Jigsaw Childcare (UK) Ltd
Day Care of Children

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Telephone: 07341845029

Type of inspection:
Unannounced

Completed on:
14 May 2024

Service provided by:
Jigsaw Childcare (UK) Ltd

Service provider number:
SP2023000141

Service no:
CS2023000218

About the service

Jigsaw Childcare (UK) LTD is registered to provide a care service to a maximum of 33 children not yet attending primary school at any one time. Of those 33 no more than 12 are aged under two years. The nursery is located in a residential area of Broxburn, West Lothian. The service is close to local green spaces and other amenities. The recently opened premises has been renovated to a high standard and children have access to a zero-to-two-year playroom and a two-to-five-year playroom. There is a sleep room and nappy changing space for the youngest children and toilets/changing facilities for older children. There is also a large secure garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 14 May 2024 between 09.30 and 17.15. We provided feedback on the same day. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- spoke with staff members
- reviewed feedback from 16 families using MS forms
- reviewed feedback from staff members employed in the service using MS forms
- spoke with senior management and all staff
- observed practice and daily life
- reviewed documents.

Key messages

Children were happy, settled and having fun.

Children benefitted from a caring and nurturing staff team who were committed to providing quality care and learning.

Staff worked effectively as a team to meet children's individual needs.

Children were engaged in their play and explored the resources and activities with confidence.

The newly opened service had begun to develop a positive culture of improvement, and the views of children, families and staff were actively sought. This supported everyone to feel valued and included in the service.

Families told us that staff are always friendly and very approachable. Consistently giving children individual care and attention.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children benefitted from staff who were warm, patient, and nurturing. This approach supported their health and wellbeing. Staff were kind and respectful towards children, taking time to listen and respond to them. This helped children to feel valued and secure in the nursery. One parent told us 'the staff are incredible! I don't have any worries about my child when they are at nursery because the staff genuinely care about the children.'

Personal care was carried out with dignity and privacy. Staff sought permission to wipe noses and change nappies. This supported children to feel respected and valued. Staff had spent valuable time building secure attachments with children and their families and interacted positively with them to support their needs. This helped children feel secure and contributed to the positive relationships they had with staff.

Younger children who needed a sleep were well supported by staff. Staff responded to individual cues, and this ensured their needs were consistently met.

Children's health and wellbeing was well supported. There were quiet spaces where older children could relax and rest. The daily routine and pace of the day was carefully considered to ensure it was responsive to children's needs. Staff worked together to ensure they provided consistency and continuity for children.

Personal plans were in place for all children, we asked the service to ensure all information gathered was consistent for all children and this would enable staff to give children the right care and support at the right time. Staff spoke with confidence about children, even those out with their key worker group.

Mealtimes were unhurried and relaxed with staff sitting with the children to encourage them to eat well and safely. Children were supported by caring staff who were focused on their wellbeing as they ate. Children enjoyed sociable conversations with staff who sat with them, modelling appropriate behaviour at the table. Children were developing confidence and important life skills, by independently undertaking tasks, such as helping set up the table or clearing away their own plates. Snack choices were nutritious and supported healthy choices for children. This encouraged children to make choices and develop a healthy relationship with food.

The newly opened service had a recent increase in children using the service, management and staff had prioritised transition into the setting to ensure children felt safe, secure and settled. This carefully considered approach supported the development of strong attachments and relationships between children, their families and staff. Further supporting children to feel valued, respected and loved.

Staff had a good understanding of safeguarding procedures and spoke confidently of the steps to take should a concern or a support need arise for a child or family.

Quality Indicator 1.3: Play and learning

Children's play and learning was well supported. Staff were responsive to children's interests and interactions were caring and nurturing. This contributed to children feeling valued and included. Staff worked hard to provide a variety of high-quality learning experiences by continuously promoting choice, children's interests and fun. Children in the two to five age group were learning about the life cycle of a caterpillar and activities and experiences across the playroom supported this learning. Children were engaged and having fun.

Planning approaches were responsive to children's interests, with children being actively involved in leading their own learning. Learning walls were used to record children's learning and gave them a sense of ownership for their environment. The staff were in the process of developing floor books to show previous learning and highlight children's voice. This would support children to reflect on their experiences showing they were respected and valued.

A selection of natural, authentic and open-ended materials challenged children's thinking and encouraged them to solve problems. Children used these resources to extend and develop their play. Staff were keen to further develop authentic open-ended objects and had developed links with families and the local charity shop to support this.

Literacy and numeracy were supported through a range of experiences. Staff understood the importance of language development and provided a variety of activities to support this. Children enjoyed sharing books with staff throughout the day. Singing was part of the daily routine for the youngest children, and they joined in with action rhymes. This supported their language development, and they were having fun. Older children were developing confidence in learning early numeracy skills, counting aloud as they played, and recognising some numbers in the environment.

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2 Children experience high quality facilities

The newly renovated building was finished to a high standard, children benefitted from a setting that was clean, well-ventilated and had plenty of natural light. This created a welcoming and homely atmosphere. All indoor resources and furniture were of a high standard. Playrooms were comfortably furnished and had some cosy areas for children to relax and rest. A range of resources and experiences were available to all children across the two playrooms, resources were appropriate to children's needs and stages of development. This helped to stimulate their natural curiosity. For example, blocks, loose parts, play dough, sensory items and a well-resourced creative area.

The garden area was large and secure. This space was being developed by the service and consultation with children, families and staff had started. There was no direct access to the garden, staff were creative and ensured that children had daily access to outdoor play experiences. This supported children to be healthy and physically active. Families who responded to our MS Forms survey agreed or strongly agreed that there was a good variety of play experiences across the service. One parent commented that 'although there is no option for free flow, they do spend a lot of time outside & regularly go to the park close by. More activities in the garden would be good.'

Risk assessments were in place.

These were newly developed and planned reviews would ensure any risks were minimised for children, families, and staff. Regular head counts took place and robust measures were in place to keep children safe.

Information about children was kept securely in the office. Paper information such as personal plans were kept securely in a locked cupboards within the playrooms.

Appropriate infection prevention and control practices allowed children to be cared for in a safe and hygienic environment. For example, we observed thorough hand washing during the inspection visit.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The management and staff were passionate and motivated. The service had been operating since August 2023 and in that time the staff team had increased as new children and families started in the service.

Quality assurance systems were in place and were beginning to support improvement. This was in the early stages as the service had been open for under a year. The manager and area manager were organised and had a shared vision. A range of policies and procedures were in place which underpinned the delivery of the service. These policies reflected current best practice and guidance. This resulted in staff that knew what was important to the setting to meet the needs of the children and families.

Regular team meetings gave staff the opportunity to come together to reflect and discuss individual children's needs, also to identify the strengths and areas for development within the service. The newly formed staff team received regular wellbeing check ins to ensure that they felt supported, valued and included. Planned supervision meetings were already being developed and were in the diary. This will enable staff to identify priorities for training, discuss wellbeing and receive feedback. Staff told us they felt valued and supported by the management team. This further enhanced positive relationships.

Good communication with families ensured that they were kept up to date with what was happening within the service. Parents told us they felt that communication was a strength and appreciated the staff team.

The management team and staff had developed an improvement plan which was relevant to their new service, there were plans to create their own vision, values and aims in collaboration with children and families, develop their garden space and to develop leadership at all levels with the staff team. Given time this will further improve the service and outcomes for children and families.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

The newly formed staff team had a mix of skills, experience and knowledge and were observed working well as a team. Staff understood their individual and collective roles, were flexible and supported each other. Experienced staff role modelled and supported their team. This encouraged a positive ethos where staff were courteous, supportive, and respectful to each other. Families also commented positively about the staff team. Comments included 'staff are all very lovely and really do care about each child. This is very reassuring as a parent leaving a young child' and 'the staff are friendly, there are plenty of them, they make my child happy and feel welcome and included.'

Children's individual needs were well-considered as staff placed themselves thoughtfully during busier times. As a result, children benefitted from a very calm and positive experience.

Due to the layout of the building staff carefully considered when to access outdoor play for younger children to fit in with their individual routines. This ensured children's needs were consistently met across the day.

Staff benefitted from a mentoring programme which supported them as new members of staff and as they progressed through their training to become qualified. We discussed the Scottish Government, 'Early Learning and Childcare: National Induction Resource' (2023) with the service and how this tool may be used to further support the services own induction programme.

Staff told us that they felt one of the strengths of the service was the team. Comments included:

'As we are a new nursery, our main success I feel is having a happy, caring staff team.'

'I love working here and feel really supported in my role with the help I have received.'

'Wonderful place to work. Excellent management team and very good staff team.'

This positive and supportive ethos meant that children were thriving as result of the loving and nurturing care they experienced from all staff.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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