

### Summary of e-Quality Counts Assessment

Name of Setting	Jigsaw Curzon House Day Nursery			
e-QC Number	eQC10089			
Address	Wrexham Road, Chester, Cheshire. CH 4 9DQ			
Date of Assessment:	16 July 2014			
	Level Achieved for Each Section			
e-Quality Counts Section	Not Met	Level One	Level Two	Level Three
1: Management				✓
2: Staff				✓
3: Observation & Reflection to Inform Practice			✓	
4: Care, Learning & Development				✓
5: Environment				✓
6: Visits & Visitors				✓
7: Equality & Inclusion				✓
8: Safeguarding Children				✓
9: Partnerships with Parents/Carers				✓
10: Nutrition, Serving Food & Oral Health				✓
11: Health & Safety				✓
12: Babies				✓
13: School Drop Off and Collection Service				✓
14: Out of School Care				✓
15: Students				✓
Overall e-Quality Counts Level Achieved				Level: 3
Date	18 July 2014			

### KEY

Level Achieved	Accreditation Status
Level 1	Indicates a setting achieving a level of quality above the national standards
Level 2	Indicates a setting achieving a high level of quality
Level 3 (Highest)	Indicates a setting achieving exemplary practice

## **Assessment Feedback**

Assessor's comments to include areas of strength and areas to be developed within each section

### **AWARD e-QUALITY COUNTS AT LEVEL 3**

#### Section 1 – Management

This is Jigsaw nursery's third NDNA e-QC assessment, which shows the management's commitment to the high quality childcare that is evident throughout the nursery. There is a clearly defined staffing structure. Regular team meetings take place and comprehensive minutes are compiled. There is evidence on Parent notice boards that the nursery has strong links with other agencies and encourages multi agency working. Records of visits, memos and letters were also evidenced. This year the nursery is busy fund raising to build a school in Malawi and so far have raised over £10,000 by way of Sponsored Walks, Fun Days etc.

Clear policies and procedures are in place and reviewed every 6 months by team leaders and management, any changes are relayed to staff through meetings and memos. Questionnaires are sent out to parents to gain their view of the provision and the care their child receives. Together with the suggestion box located in the foyer, parents ideas and suggestions are collated and where possible carried out. Comprehensive staff and children's files are kept. Staff files show continuous commitment to training. Observations and quality reviews are carried out regularly maintaining and improving the quality provision of the nursery

#### Section 2 – Staff

The nursery has a robust recruitment process in place, supported by comprehensive job descriptions and a thorough induction procedure. An informative staff handbook is provided that includes a large selection of policies and procedures.

A high percentage of practitioners are qualified to a level 3 and above. All have Child protection, First aid, level 2 Food Hygiene training and are committed to taking part in regular training events to enhance the children's learning outcomes.

Staff turnover is low, with many members of staff being employed at Jigsaws for many years. Appraisals are carried out every six months with supervisions every three months. Practitioners are supported by a dedicated management team in order to maintain such high standards. Team building and social events are encouraged such as Bowling nights and Christmas parties.

All Practitioners spoken to were dedicated, loyal and proud to represent the setting.

#### Section 3 – Observation & Reflection to Inform Practice

Observations are regularly carried out to measure all aspects of quality within the Nursery. Practitioners are confident to identify individual needs of the children and complete the necessary Learning Journey.

Management observe practitioners regularly as individuals and as a whole team, and findings are evaluated to aid development plans.

Children are continuously observed during the day and these are recorded on post it notes, which are then added to the children's individual 'Learning Journey'. This aids

the planning for a child's next stage of development.

In addition to Quality Counts, Jigsaw nursery also uses the Early Childhood Environmental Rating Scale (ECERS) and Infant/Toddler Environmental Rating Scale (ITERS) to quantify quality and to clarify the children are receiving the very best of learning experiences.

#### Section 4 – Care, Learning & Development

The effective key worker system and the high level of skills and qualifications of the practitioners, ensures the capacity to meet the full development of the children. In addition, high quality resources and an abundance of learning opportunities within the grounds of the nursery, allows children to have fun while learning through play. Practitioners have good understanding of child development and the mile stones that need to be achieved. Practitioners incorporate all areas of learning in their planning and evaluation.

All areas are very well equipped with quality resources

#### Section 5 – Environment

Safety is paramount at Jigsaws, all entrances have finger print entry and anyone collecting children out of this system has to have a known password.

All areas are decorated to a high standard, clean and airy. Some playrooms have ceiling to floor windows giving some children ample opportunity to watch their siblings in the garden.

Decor is cream and tastefully enhanced with colourful borders and displays.

The nursery employs a gardener and handyman to maintain the grounds and building. Each room has information boards and key workers and their allocated children are displayed outside each room.

All areas are equipped to a high standard with age appropriate furniture and resources. These are stored at the children's level promoting freedom of choice.

All playrooms on the ground floor allow for free flow play to the well resourced outdoor facilities.

The outdoor areas provide an abundance of learning opportunities to aid the children's development and include: den building, water and sand play, weaving, mud kitchen, blocks and ride on toys. The children are able to grow their own fruit and vegetables and care for the guinea pigs who are kept in a large run. The grounds also include a 'Sensory House' that affords a variety of sensory experiences. There are wigwams and totem poles and a Wendy house used to create various environments. At the time of the visit it was an ice cream factory. There is also a sun house music room.

In another area of the grounds they have created a 'nature garden' described on the gate as 'an area of learning not play' as safety is paramount at all times. Within this delightful area is a fish pond with fish, a lookout to observe birds feeding from the bird table or bathing in the bird bath, a bug hotel and quiet areas under the trees to have story time.

The outdoor areas are a credit to the nursery, well planned to provide the children with a wealth of learning experiences

## Section 6 – Visits & Visitors

All children have the opportunity to go out on trips to places like the Farm Park, the Ice Cream Factory, visit the library and see the animals at Pets at Home.

All trips are evaluated and include feedback from the children to assist with future planning. Risk assessments are carried out and consent forms completed for each trip and where possible a risk assessment is requested from the venue.

Appropriate staff ratios are maintained and often increased depending on the children's ability and the type of activity they will experience. Practitioners wear uniform and the children wear badges relating to the nursery so they can be easily identified. Regular head counts are taken and all practitioners on the trip hold first aid certificates. All staff are aware of health and safety policies relating to outings and visitors.

Visitors are invited on a regular basis to the nursery, often to support the planning.

All parents are informed of this by way of information sheets, notice boards, letters and emails. All visitors are evaluated in the same way as trips and outings.

## Section 7 – Equality & Inclusion

The provision for providing equality and inclusion for the children with additional needs is good, with the setting having a comprehensive policy and procedure to support the children and their families. There is a designated Senco officer and all practitioners are confident to support parents and work with outside agencies. IEP's are put in place and the child's key worker observes on a daily basis. Routines and the environment are adapted accordingly to benefit the individual child's needs.

Parents are kept informed daily and progress is shared with other settings the child may attend. Transition to school is supported by meeting with the teacher and sharing development reports

Festivals are celebrated and recently a multicultural menu has been produced. The nursery display positive images around the nursery

## Section 8 – Safeguarding Children

There is a comprehensive child protection policy, clearly stating the practitioners' responsibility for safeguarding and promoting the children's welfare. All practitioners have attended NSPCC safeguarding training, which is renewed every three years to ensuring that all key workers are up to date and confident in recognising signs of abuse, reporting it to the delegated safeguarding officer, who in turn adheres to the correct procedure. Parents are given an information pack prior to a child starting at the nursery which includes this policy and procedure.

## Section 9 – Partnerships with Parents/Carers

The nursery has a very comprehensive website which provides prospective parents with a good insight of the care that is provided and the facilities on offer thus aiding the parent's choice of childcare needed. The website includes links to their latest Ofsted inspection report and also their NDNA e-Quality Counts Assessment Summary.

All parents are given a prospectus prior to starting which states the nursery's Aims and Objectives and the facilities on offer. They are offered two settling in sessions to

aid a smooth transition into nursery.

The nursery has a Parent Association which meets every two months. The nursery liaise with parents in various ways through regular newsletters, memos, letters and emails and verbal contact with their child's key worker on a daily basis.

Notice boards in the foyer host a wealth of information.

Parents are encouraged to attend Parent evenings where they can chat informally with the practitioners and view their children's progress reports. Daily diaries are completed to inform parents of their child's day at nursery. Monthly topic sheets are given out to parents to encourage them to join in the topic at home. Practitioners are knowledgeable and are able to advise and support parents. The nursery operates an 'open door' policy.

### Section 10 – Nutrition, Serving Food & Oral Health

A healthy four week 'Round the world' menu is provided, offering the children at least four portions of fruit and vegetables a day. All meals are freshly prepared without adding extra salt and sugar by the nursery's dedicated and knowledgeable cook, who is qualified to level three in Food Hygiene. The fully equipped kitchen is of a very high standard and maintained by a comprehensive cleaning checklist. They have maintained level 5 food hygiene rating since it was introduced.

All diets are catered for and parents are able to discuss their child's diet with the cook should they want to. Water is provided throughout the day, children have their own labelled cup to use. Practitioners monitor and record the children's fluid and food intake and record it in the children's daily diaries. Menus are planned with input from the parents and displayed on all notice boards. Healthy eating activities are carried out to expand the children's taste buds.

### Section 11 – Health & Safety

There are established Health and Safety monitoring systems in place at the nursery and these have enabled managers to develop a health and safety culture throughout the setting, with all practitioners working hard to keep play areas clean and safe. Organising for health and safety management includes regular audits and risk assessments.

The management conducts regular checks in areas such as outings, equipment & resources and fire safety. All Practitioners perform relevant safety checks regularly and any issues arising are addressed immediately. In addition, all practitioners are paediatric first aid qualified and are able to act on and effectively control any issues and emergencies. Risk assessments are conducted and control measures are in place to minimise risk on all activities in the setting. The management is on hand at all times to support practitioners and ensure control measures are in place. They also conduct interim audits on practitioners health and safety knowledge and understanding and provide training and guidance where needed.

Practitioners' attendance is managed through policies which serve to protect staff from illness and support early recovery from sickness. Back to work interviews are undertaken which ensure the setting works in partnership with employees to provide a supportive working environment.

The setting has a waste management policy and has fully embraced activities to promote energy, efficiency and social responsibility.

## Section 12 – Babies

The provision for babies is excellent with a clear bond between practitioners and babies evident. Babies receive a lot of individual attention and activities are provided to meet their individual needs. Activities and resources are carefully planned to encourage babies to explore and investigate their environment.

Daily diaries are kept to inform parents about their child's day and practitioners have worked hard to establish positive two way communication with parents.

Practitioners constantly chat to and praise the babies and provide a commentary on what they are doing, to help them develop an understanding of language for communication.

Practitioners clearly enjoy their work creating a happy, pleasant atmosphere

## Section 13 – School Drop Off and Collection Service

The setting provides a school escort service for children using local schools.

The mini bus used is well maintained and has the appropriate safety equipment.

School escorts wear uniform and ID badges for easy identification.

The setting has a written procedure to support the service. Parents read and sign this to acknowledge they agree to the procedure. A robust system is in place to

inform school escorts of the changes to children's attendance and on any occasion a child is not present at school on collection.

Jigsaws have established a good relationship with the schools they service.

## Section 14 – Out of School Care

The out of school club is operated on a double decker bus, which has been professionally kitted out to meet the standards required. The lower deck includes activity areas and two toilets with hand washing facilities. The upper deck has an area for the children to 'chill' and watch a bit of TV or read a book while the rest of the deck has ample age related play equipment. All practitioners connected with the Out of School Club are level 3 Play worker qualified and hold first aid certificates. Children are provided with a wide variety of play opportunities which is planned in conjunction with the children. They have their own outside play area with a wooden multi activity climbing frame and ample space to kick a ball round

## Section 15 – Students

Only two students can obtain a placement at the nursery so as maximum support can be given. All students undergo a thorough induction process and are required to read the students handbook which include many of the nursery's policies and procedures, after which they sign that they have read and understand them.

During their placement the students are encouraged to be involved with all aspects of nursery life where possible. Students are mentored by the room leaders who in turn work closely with the training providers to plan and review the student's outcomes for them to get the maximum out of their learning experiences.

At the end of their placement they are required to complete a short feedback form to evaluate the experience and support they have received during their time at Jigsaw Nursery.