



## Inspection Report

**Jigsaw Wrexham Ltd**

**Black Lane Cp School  
Long Lane Pentre Broughton  
Wrexham  
LL11 6BT**



**Date Inspection Completed**

28/01/2021

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## About Jigsaw Wrexham Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Jigsaw Wrexham LTD
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a> Post Registration
Is this a Flying Start service?	<a href="#">Manual Insert</a> Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider consider the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

For further information on ratings, please see the end of this report

## **Summary**

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on priority areas for this setting and not the full quality framework. We have not issued ratings for this inspection.

Children are happy and content. They choose what they do and enjoy spending time with care staff and their friends in the wraparound nursery provision and after school club.

Care staff are appropriately qualified and familiar to the children, as many work in the school. They respond to the children's needs consistently well. They provide kind, warm care, which creates a very happy, stimulating environment in which children can play and learn.

People running the setting keep children safe and healthy. Suitable policies and procedures are in place, which are similar to those used by the school. Appropriate risk assessments minimise the risk of harm to children. Resources are of good quality and age appropriate. All areas used in the school are suitable for the number of children attending.

Persons running the setting are knowledgeable and capable. They have identified improvements needed and have a clear understanding of the care they provide. Care staff are well motivated and strive to make a difference in children's lives.

## Well-being

## No Rating Required

Children are happy and content and make choices. They move freely and use resources in their classrooms and outdoor play areas. They are very familiar with these areas. They speak confidently and make choices about what they want. They were involved in planning activities for Christmas such as gluing photos of their favourite toys on their stocking. Children's wishes are respected. For example, heaters were switched on when they were asked for and children could ride on their favourite toys outside.

Children feel safe, happy and valued. They play happily together and they are made welcome. A child new to the group was shown where things had to be put away and where to sit for a story. At lunchtime, the same child was involved in the conversations and made to feel very welcome.

Children interact positively, are well behaved and polite. They are learning through their play to co-operate, take turns and help others. Many children understand how to take turns and wait in line appropriately. They considered others when making mud pies and enjoyed the praise given.

Children enjoy their play, learning and after school leisure time, a great deal. They have very good experiences, and are developing well. They are enthusiastic about planned learning activities, and we saw children painting their Christmas reindeer cards and crackers happily. They also like to explore learning areas set up in their Foundation Phase classroom and after school areas. They pretend to be doctors and nurses in their baby clinic, drive their toy cars around a garage and down drainpipes and comment on how far they go.

Children practice things and are becoming more independent. Nursery children have opportunities this term to go to the reception class for lunch. They are not rushed when eating their packed lunches independently, so learn from the experience. They fetch their lunch boxes and put on coats, hats and gloves and make themselves ready to go at home time. They use the toilets by themselves, and have quickly adapted to hand sanitising procedures.

Care staff understand what they need to do to keep children safe and healthy. They provide a secure environment and work in partnership with the school. Children are permitted to use most areas after school. They are encouraged to be active outdoors and are well supervised. Care staff know what to do in an emergency and understand and implement policies and procedures appropriately. Children with allergies are well cared for and accidents are recorded appropriately. We confirmed staff have attended appropriate first aid and safeguarding training so they know what to do in an emergency. Safety checks and risk assessments are reviewed and include reference to the new 'Protective Measures in Child Care Settings' guidance for use during the current pandemic. Hand sanitisers are located throughout the setting and staff promote regular handwashing. Staff wear facemasks and maintain social distancing when they need to.

Care staff interact positively, are experienced in managing children's behaviour. They have a lovely manner with the children, respond politely and set a good example. They frequently ask children if they need help, give instructions in a kind way and often asked individuals how they were getting on.

Care staff promote children's play, learning and development. They provide a good range of accessible toys and play opportunities in line with the Foundation Phase and the Play Work Principles. Many staff also work within the school setting, are experienced and qualified. Written and photographic records of development are kept for nursery children and staff understand the need to plan for the next steps in children's play and learning, although this is not recorded. Care staff promote language and literacy well by talking to children and sharing books with them whenever possible. They allow children to follow their own ideas when playing and enhance activities whenever they can to suit the children. For example by allowing them to use water in a bowl when rolling cars down drainpipes and then bringing in elements of floating and sinking and measuring, spontaneously into their play. They also encourage children to play outdoors and ensure there are sufficient activities to keep them busy, active and learning.

## Environment

## No Rating Required

People who run the setting keep the environment safe and secure with additional support from the head teacher and nursery class staff. The areas used by the children, indoors and outdoors are secure, bright, suitable and clean. Care staff join in with school fire drills in addition to having their own practices, so everyone is included. Electric convector heaters work well, although staff currently ventilate the room as advised during the current pandemic. Risk assessments are under constant review by the school staff and separately by those who run this setting. Care staff understand the risks of the pandemic, and identify and manage any new risks appropriately.

People who run the setting ensure the suitability of the environment. The school nursery classroom is adjacent to the nursery toilet facilities. Additional play areas, close to this room can be used for after school activities. There are areas in which children can relax if they need to. Extensive outdoor areas include covered play areas, which are used in all weathers. Children's creative work is displayed alongside information boards for parents. Children have supervised access to the internet, an interactive whiteboard and classroom computer to support their learning.

A very good range of play resources and equipment is available for the different age groups attending. They are of good quality and are replaced when needed. Care staff are familiar with the process of reporting damages to the caretaker. Particularly good play resources include a four person wooden painting easel, a large mud kitchen and a selection of large play equipment in the playground. Additional loose parts such as tyres, planks and containers are being introduced slowly, so children can extend their play ideas outdoors. People who run the setting receive adequate funding to purchase quality items; they are currently purchasing storage units for the outdoor resources and portable hand washing units. A gazebo has been bought to provide shelter for children playing on the school field.

## **Leadership and Management**

## **No Rating Required**

People that run the setting are effective and promote safe practices. They understand their roles and regulatory responsibilities. They have maintained the required documentation and adapted the service to comply with Covid-19 guidance and have undertaken regular evaluations of the service. Those that run the setting work well with the school. All policies and procedures in place are relevant to the service offered and are regularly reviewed. The statement of purpose is up to date and includes reference to Covid-19 and any changes which have occurred. It is an accurate reflection of the service offered.

Care staff are managed well and have plenty of resources available to them so they can provide varied play and learning opportunities. Appropriate training, supervision and appraisals are in place to support staff. Not all appraisals have been completed as the setting is still within its first year of operation. Four staff are completing play work qualifications. New staff have joined the setting recently, most work within the school and are familiar with the children and people who run the setting. Disclosure and barring service checks are in place. People who run the setting operate a 'drop box' for feedback should staff or parents have any concerns. There is a formal complaints policy and procedure in place, no issues have been raised with the setting or with CIW since registration.

People that run the setting have developed relationships with parents, Care Inspectorate Wales (CIW), and the local authority. They intend to join other support organisations in the near future. Parents and care staff have been supported during the pandemic and have been kept informed of important changes. Parents told us their children were really happy at Jigsaws, they love attending and experience a good variety of activities. The setting benefits parents and helps children to transition easily into the school setting. Parents told us their children are happy and have plenty of things to do when they go. Parents rely on the wrap around service. They commented on how well it prepares nursery plus children for school. They thought the setting was doing a good job in response to the Covid-19 pandemic.



**Areas for improvement and action at, or since the previous inspection**

None		
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**Areas where immediate action is required**

None	
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**Areas where improvement is required**

None	
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**Recommendations to meet with the National Minimum Standards**

R1 Care staff to be encouraged to use the new 'Wales Safeguarding' application.

R2 Care staff to include details of the 'next steps' of individuals on planning sheets.

R3 People who run the setting to check if there is sufficient lighting outdoors to ensure safety when people evacuate the premises during the hours of darkness.

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

**Date Published** 24/02/2021

No noncompliance records found in Open status.