

Joel Nursery

Inspection report for early years provision

Unique Reference Number	EY340710
Inspection date	16 March 2007
Inspector	Caren Carpenter
Setting Address	Joel Nursery, 214 Colindeep Lane, LONDON, NW9 6DF
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Registered person	Building Blocks Education Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Joel Nursery was originally registered 1982. It has been under new ownership since 2006 and is privately owned. It operates from a purpose built premises within the London borough of Barnet. The nursery serves the local and wider community. A maximum of 30 children may attend at any one time. There are currently 41 children aged two to under five years on roll. Of these 19 receive funding for early education. The setting supports a number of children with English as an additional language and children with learning disabilities.

The nursery is open each weekday from 08.00 to 18.00 for 50 weeks a year. All children have access to a secure enclosed outdoor play area.

The nursery employs eight staff including a cook. Five staff have early years qualifications and one staff is working towards an early years qualification. The setting receives support from the Early Years and Childcare Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is well supported by the secure knowledge gained by the setting about the children's individual needs. Good hygiene practices are carried out by staff. Procedures such as wearing gloves for nappy changing and continued cleaning of furniture, equipment and resources protect children from the spread of infection. Children learn about hygiene, most wash their hands independently before eating and after visiting the toilet. Younger children are supervised and helped by staff. Parents are immediately informed of any illness within the setting to ensure they are able to fully protect their children.

Children are well-nourished and have their health and dietary needs met because, the setting works well with parents. Procedures are in place to ensure any specific medical needs are responded to immediately. Special dietary needs are recorded and known to all staff. The weekly menu is developed by the provision to ensure that children receive a variety of nutritious snacks and meals that are freshly cooked. They are offered meals such as sweet and sour vegetables, roast chicken or roast quorn, rice, vegetables and fresh fruit salad.

Children enjoy a range of physical activities both indoor and outdoors which contribute to their good health. This helps them to develop control of their bodies. Children have good opportunities to participate in weekly physical activity sessions by a visiting teacher. They develop new skills, such as locomotion, agility, balance, climbing, co-ordination, imagination and concentration.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe environment, where potential risk are identified and minimised. However, risk assessments are not carried out regularly to promote children's safety.

Space is well organised and enables children to move freely and participate comfortably in all activities. Staff are familiar with the fire evacuation procedures; however fire drill practices are not carried out regularly to help children learn about fire safety.

Furniture, toys and equipment are well maintained, clean and suitable for the children attending and meet their needs effectively. Children access a range of play equipment and resources independently. Equipment and resources are organised into designated areas of play that give children free choice. A well resourced art and craft area contains a stimulating and imaginative variety of different materials. Examples of children's creative work show good use of this area.

Children are well protected from harm or neglect. Staff have a good knowledge and understanding of local child protection policies and procedures to ensure the welfare, safety and protection of the children. However, staff are not familiar with the procedure for allegations of abuse made against them.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the nursery. They enjoy themselves and are helped to achieve. Children easily access a stimulating and varied range of activities. Good, warm and caring relationships are evident as children listen and communicate well with each other and with adults. Children's needs are met well through good organisation and planning of activities for children from two through to five years of age. Children become competent learners. Staff provides an interesting range of activities based on Birth to three matters framework that meets their play and development needs very well.

Developmental profiles for each child give an overall picture of how each child progresses. These along with the key worker's knowledge of the child, help in organising opportunities for children to be challenged and move on in their learning.

Children begin to develop their self-help skills and learn to play in groups as they participate in a range of interesting activities. Children explore a variety of interesting materials which stimulate their curiosity. For example, they develop their senses as they play with sand, water, and paint. Children use their imagination well and with enthusiasm. They take part in a wide range of art and craft and role play activities. Children behave very well, for example they take turns and share resources. Children are secure and happy in the nursery, making their own choices about what they play with, and are well supported by the staff.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals due to staff's knowledge of the Foundation Stage and how children learn effectively. The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. Information from observation and assessment records are used effectively to plan for individual children.

Staff are friendly and caring and form good relationships with the children. This help children to feel secure. Staff gives regular encouragement and praise which develops children's confidence and self-esteem. As a result, children are well behaved. Staff encourages children to respect each other and to play well together. Children's independence is promoted as they are encouraged to independently select activities and resources. They work well together sharing and helping each other.

Children have good opportunities to develop early writing skills and some children write their names independently. Writing resources are well organised to allow children easy access. There are good opportunities for children to write for different purposes. Children are learning to recognise their names, for example they select their name cards when they arrive at nursery. Children join in enthusiastically with songs, rhymes and stories. Children receive good support and encouragement from staff to enjoy books for pleasure. They have good access to a comfortable book area and enjoy looking at books independently.

Children enjoy mathematical activities such as fitting puzzles together and identifying colours, shapes, size and numbers. They are learning about weight and measure as they weigh the ingredients during cooking activities. However, there are few opportunities for the older and more able children to develop their mathematical knowledge in calculation and the ability to solve problems.

Children enjoy investigating and observing change. For example, they pour warm water on ice cubes and observe the changes as the ice cubes melt. However, there are few opportunities for children to observe living things such as mini beasts. Children are learning about the world they live in as they celebrate a variety of festival celebrations. This increases their awareness of diversity and their understanding of others.

Children develop their large muscle skills through daily outdoor play and indoor play. They climb, balance, run and manage space well using wheeled toys. Children handle small tools such as pencils, play dough cutters, rolling pins and scissors with increasing control.

Children are developing a good knowledge of colour, texture, shape, form and space in two and three dimensions whilst constructing, painting, drawing and sticking with various materials. Realistic expectations of children and good individual knowledge help them to consolidate their learning before moving onto the next stage.

Helping children make a positive contribution

The provision is good.

Children gain a strong sense of belonging and feel secure in the nursery. They share warm and caring relationships with staff and older children start to form friendships with each other. Children develop a positive self-esteem as they each take turns being special helpers. For example, they help to set the table for lunch and pour drinks of water during meal times. Staff praise and encourage the children frequently and are fully involved in the activities. Children are busy and motivated and staff manages their behaviour in a way that is appropriate to the children's ages and stages of development.

Children learn about themselves and the wider world through planned activities and discussions. For example, around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. This positive approach fosters children's social, moral, spiritual and cultural development.

Children with learning difficulties are sensitively care for by experienced staff. Staff are proactive in providing a suitable environment and appropriate care and support for the children. They work closely with the Early Years Special Educational Needs team and parents to ensure that children's individual needs are met effectively.

The partnership with parents is good and contributes well to children's well-being in the setting. Staff work very well with parents to help them meet their individual children's needs. This ensures that they are fully included in the life of the nursery. Parents are provided with a quality information pack about the service they provide. Parents are given clear and meaningful information on the Foundation Stage and the programme of learning through notice board leaflets. Parents have good opportunities to attend regular meetings to discuss their children's achievements with staff. They receive informative written progress reports towards the early learning goals and have opportunities to comment on the reports. Parents have daily contact with their key workers. This helps ensure that their children are settled and secure.

Organisation

The organisation is good.

Children benefit well because staff are suitably qualified. They enhance their knowledge and skills through regular training opportunities. A robust vetting and induction system is in place for all new staff.

Staff provides a welcoming environment and inclusive environment where each child is important. They organise activities and resources to ensure that children benefit from their time spent at the setting. Staff are consistent and each child has a key worker, who effectively plan and assesses their overall development. Relationships, particular for younger children, are strong with lots of cuddles and affection shown. The environment is safe and enables children to move around freely with confidence.

The leadership and management of the setting is good. Staff work well together and are a stable and secure team. This ensures consistency of care and stability for parents and children. Children benefit from staff who are well qualified. Staff have good knowledge of not only of child development but of the Foundation Stage and Birth to three matters framework. Regular planning meetings are used effectively to monitor and evaluate the education curriculum. This ensures that children's individual needs are well met.

Children's care and welfare are safeguarded by the required documentation that is in place. The group is in the process of reviewing and updating policies and procedures. This would further enhance children's overall safety and well-being. The setting meets needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- conduct regular risk assessments to promote children's safety
- ensure that staff have a clear understanding of the procedure to follow in the event of an allegation being made against them
- ensure that regular fire drill practices are carried out
- continue to review and update policies and procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve opportunities for the older and more able children to solve simple problems through calculations
- improve opportunities for children to investigate and learn about living things such as mini beasts.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk