

Joel Nursery

Inspection report for early years provision

Unique reference number	EY340710
Inspection date	01/03/2011
Inspector	Maria Conroy

Setting address	Joel Nursery, 214 Colindeep Lane, LONDON, NW9 6DF
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Joel Nursery opened in 1982. It operates from purpose built premises in Colindale in the London Borough of Barnet. The nursery is set back from a busy main road and is close to local amenities, including; shops and a park. The nursery serves the local and wider community.

A maximum of 30 children may attend at any one time. The nursery currently has 26 children on roll. The nursery is open each weekday from 08.00am to 18.00pm for 49 weeks a year. All children have access to a secure enclosed outdoor play area. The setting currently supports children with special educational needs, and is able to support a number of children who speak English as an additional language.

The nursery employs 10 staff, including a maintenance/gardener. Most of the staff team are suitably qualified with an appropriate childcare qualification.

The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled, they have formed positive relationships with the staff and their friends. The manager recognises the need for continual monitoring and involves the staff and parents in doing so. The nursery has completed the process of self evaluation, however it is not fully effective and as a result some regulatory requirements are not met. The nursery has worked hard since the previous inspection, for example making improvements to the policies and procedures and reviewing the planning of activities. The staff team work effectively with other professionals and parents and carers to meet the individual needs of the children who attend.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the designated person that takes lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies has attended a child protection training course (Safeguarding and promoting children's welfare) 25/03/2011
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is accurately maintained (Documentation) 04/03/2011

To further improve the early years provision the registered person should:

- further develop the process of observation and assessment and analyse the information to plan activities which provide suitable challenges for individual children
- update the record of risk assessment to include any assessments for local outings and trips
- encourage staff to take every opportunity to promote learning throughout the daily routine and all the activities provided both indoors and outdoors

The effectiveness of leadership and management of the early years provision

Generally children are protected, because the nursery has robust systems in place for the recruitment of staff for example, all staff have had a criminal record bureau check undertaken on them, as part of the recruitment procedures. Staff are clear of the procedures in place if they had concerns over the welfare of a child, however, the designated person for safeguarding has yet to attend training. The setting identifies dangers as part of their risk assessments, and takes steps to eliminate those, helping children to keep themselves safe, however there is no record maintained of the risk assessments undertaken on local outings. Daily attendance records are kept, however they are not effectively maintained and do not give an accurate record of the times the children attended.

The manager is motivated to seek further improvement and has begun to identify and work on areas for improvement. Staff are provided with training, for example all staff have undertaken first aid and food hygiene training. The nursery actively seeks the views of parents, both verbally on a daily basis and through the use of questionnaires and they use this information to make further improvements.

The nursery has recently reviewed the use of the play space within the nursery, which now provides a more spacious area for children to move around and play freely. This also enables both younger and older children to mix together throughout the day. The nursery have organised the resources around the nursery room to enable children to make independent choices and there are designated areas of learning. Staff work well as a team and are clear on their roles and responsibilities within the daily routine. Staff generally ask open ended questions and have a clear understanding of the learning intention for focus activities, however for other activities, staff do not always use the experience as a learning opportunity.

The nursery obtains information on individual children when they initially come to settle, such as their interests and developmental support; this is discussed with parents to enable them to meet the specific needs of each child attending. Children are provided with the required support they need in order for them to take part in the range of activities provided. Children from all cultural backgrounds are made to feel valued through the celebrations of various festivals throughout the year.

The setting has a highly positive relationship with parents and carers, ensuring each child's needs are met. The setting seeks parent's views, through many ways including questionnaires and regular verbal communication. Parents are kept well informed about their children's achievement, well-being and development, through photographic displays and individual plans for their children's next steps. The setting helps parents and carers to support their children's learning in different ways, for example, giving them ideas of activities they can do with their children at home. There are clear and accessible channels for parents and carers to communicate with the nursery, for example, the manager is available every day to meet and greet parents and carers. Parents comment they find the nursery very homely and welcoming family atmosphere, they are confident their child is well cared for and comment they particular like the continuity of the staff team.

Partnerships with other professionals are effective, enabling all children to be provided with the support and equipment they need to actively take part in the activities provided. The staff work with other professionals to enable children to move onto school successfully and have established positive links with some of the local schools.

The quality and standards of the early years provision and outcomes for children

Staff have a secure knowledge of the Early Years Foundation Stage. They undertake observations on the children and use this information to write a termly report of how well children are achieving in the six areas of learning, identifying their next steps for learning. However the setting has yet to use this information effectively to plan suitable challenges for individual children, as a result the activities provided are more general, than specific for each child's developmental needs.

Children enjoy splashing about in the water play, they scoop up the bubbles and try and blow them off their hands. Children are learning about the living world, through the exploration of bugs, using a magnifying glass. Their communication skills are promoted through the range of songs they sing for example 'three little ducks?'. They have fun making a birthday cake with candles out of play dough and enjoy playing outdoors pushing buggies, jumping on the trampoline and climbing on the climbing frame.

Children are beginning to develop an understanding of a healthy lifestyle. They have the opportunity to have a healthy and nutritious snack, where they enjoy fresh fruits and can help themselves to water. Staff are aware of their dietary needs and take this into consideration when planning the menus, which are displayed for parents to see. Children have regular opportunity to take part in physical activities such as using the slide, pushing buggies, and using equipment when they visit the park.

Children are happy and settle well; they are encouraged to cooperate and share with each other. Children are praised for their achievements for example when they make a birthday cake out of play dough and use the cutters as candles. Staff work with parents to support children's individual behaviour needs ensuring there is continuity between home and nursery. Photos of children taking part in wide range of activities are displayed around the building giving children the opportunity to show their parents and to promote their self esteem.

Children are secure and develop a sense of belonging to the setting, they enjoy sitting alongside the staff and playing with them. They have taken part in visits from the police which enable them to learn about 'people who help us?'. Children take part in activities which help them to learn how to stay safe, for example they make traffic lights and practice crossing the road, using a road mat and toy cars. Children visit the local park where they learn to use larger pieces of equipment which enables them to take risks within a safe environment.

Children are beginning to learn the skills they need for the future, they have regular opportunities to communicate for example; they sing songs and listen to stories. They use battery operated computers and take part in problem solving activities, such as constructing a car from bricks and then racing against their friend. Overall, most children generally secure the skills they require in order to progress in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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