

Joel Nursery

Joel Nursery, 214 Colindeep Lane, LONDON, NW9 6DF

Inspection date	30/05/2013
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the nursery and form good relationships with staff and each other.
- All children progress well in their learning and development. Staff effectively monitor their progress and identify children's next steps of learning.
- Children behave very well. They play together cooperatively and develop good friendships.
- Staff provide comprehensive support for children with special educational needs and/or disabilities and consequently they make good progress.

It is not yet outstanding because

- The organisation of the routines around breakfast time does not always maintain children's interest. This means that their learning is not promoted well at this time.
- Staff provide less opportunities for older or more able children to take part in more challenging physical activities and learn to manage risk.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and a selection of policy documents.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Christina Downey

Full Report

Information about the setting

Joel Nursery registered in 1982. It is a privately owned day nursery. It operates from purpose built, single storey, 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. The premises comprise a large playroom, a smaller sleep room, staffroom, kitchen and office. All children have access to a enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 26 children, aged from two- to four-years-old, on roll. Children attend for a variety of days and sessions. The nursery is open each weekday from 8am to 6pm for 49 weeks a year. The nursery supports children with special educational needs and/or disabilities. It also supports children who are learning English as an additional language. The nursery employs eight staff, seven of whom work directly with the children; of these, six hold appropriate childcare qualifications. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- organise the routines around breakfast time to ensure they maintain children's interest and better promote their learning

- provide a wider range of opportunities for older or more able children to take part in more challenging physical activities and learn to manage risk.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff help children are to settle in well. The nursery offers pre-visits for parents and children and this helps the key-person to establish very supportive relationships. Children's starting points are identified accurately and this enables staff to plan for their future progress effectively.

Children make good progress in their learning and development. Staff closely monitor children's progress through observations. They regularly evaluate children's progress and use these evaluations and observations to identify and plan for children's next steps of learning. Staff complete effective two-year progress checks. These carefully identify

children's progress and pinpoint aims for further learning and development. Staff exchange useful information about children's achievements and learning needs with parents on an ongoing basis. They share valuable information informally on a daily basis, and formally through meetings, and provide written summaries. This enables parents and the staff to work consistently together.

Staff support children who are learning English as an additional language very well. Key staff learn a few key words as part of the settling in process, this values children's home language and supports their acquisition of English. All staff are consistently good at promoting conversation and vocabulary and children make good progress. Staff develop a strong understanding of the needs of children with special educational needs and/or disabilities. They work closely with parents and other professionals to share ideas and information, and skilfully implement very effective support strategies. As a result, children make good progress in their social development and are included very well in all aspects of nursery life.

During the lengthy, well-planned free-play sessions children are highly motivated to take part in the stimulating play and activities and staff support this participation with their enthusiasm. For example, they provide a box as a temporary goal as children practice their kicking and throwing skills. The children help record the score by tally marks on the box. This effectively promotes their learning about numbers and counting in a meaningful context. Children have access to a good range of interesting and high quality resources. These stimulate children's exploratory impulses and encourage them to discover what happens, for example, when they mix colours in their painting, or make marks with water on the fence outside. However, the organisation of routines around breakfast time is not so effective at maintaining children's interest and there is too little support for learning at this time. Staff support older children's phonic knowledge and interest in forming letters effectively during self-chosen activities such as small world play and painting on the fence. Children choose with interest from a good range of books both indoors and outside. They routinely count, order and sequence both with objects and whilst they discuss routines of the day. In this way, they are successfully developing skills they need for the next stages in their education.

The contribution of the early years provision to the well-being of children

Children behave very well. Staff provide very good role-models and support children well with consistent boundaries and plenty of positive praise and encouragement. All children play together very well and develop good friendships. They voluntarily offer support to friends and work collaboratively as they paint and mend equipment in their play and devise their own group games. Children understand and cooperate with the 'five-minute' waiting time. They wait patiently for their turn, for example with popular resources such as the sit-and-ride items in the garden. This supports their understanding of the needs of others as well as their ability to manage their own feelings.

Children benefit from a balanced diet and the nutritious home-cooked food at the nursery. Children's social skills are promoted well at meal and snack times. They sit around tables

together with staff. This makes lunchtime in particular a relaxed occasion where children and staff chat together. Children learn about the importance of hygiene and follow the clearly illustrated hand-washing routine independently. They also develop valuable skills as they learn to set the tables and help themselves to fresh drinking water throughout the day.

All children are able to choose to play indoors or outside, particularly during the morning. Staff successfully encourage all the children to be physically active outdoors. They support children well in learning to manage their safety, for example, by providing reminders about staying safe. Staff effectively promote children's throwing and catching skills and opportunities to develop spatial awareness whilst riding bikes or transporting items in the wheelbarrows. This enables all children to develop confidence in using physical play equipment; however, there is limited scope for older or more able children to challenge themselves on larger items or to learn to manage risk.

The nursery provides a very welcoming and friendly environment. The good quality and attractive resources are stored at child-height so that children can make their own choices. There are attractive displays of children's work, which promotes children's positive self-esteem, and informative displays such as about healthy eating choices. The cloakroom provides personal space for all children and effectively supports their and their families' sense of belonging. There is a good sense of community and partnership.

The effectiveness of the leadership and management of the early years provision

The management team maintains a good overview of the curriculum and all staff demonstrate a strong understanding of their responsibility to meet the Early Years Foundation Stage requirements. The manager spends a good amount of time in the room with staff and children and monitors the quality of practice effectively. This is supported well by more formal monitoring systems such as tracking children's progress. The newly implemented and consistent observation, assessment and planning system is proving effective in helping all children to make good progress. Self-evaluation is thorough; for example, staff, parents and children all complete questionnaires. These are analysed to create clear improvement plans. Actions to overcome weaknesses identified at the last inspection have been well targeted and effective. Staff benefit from regular supervision meetings and training. For example, the implementation of recent training on physical development is providing a wider range of interesting indoor floor activities.

Staff meet the safeguarding and welfare requirements of the Early Years Foundation stage very well. The staff have a good awareness of their responsibilities to safeguard children in their care and the designated staff have attended suitable training. Daily safety checks help maintain overall safety, and the effective staff deployment also contributes well to the safe and stimulating environment, where children feel confident and secure. Partnership working is good. The good partnerships with outside professionals have a significant impact on children's progress. Parents benefit from the wide range of information they receive as well as from the welcoming, respectful and supportive relationships established

with key workers.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY340710
Local authority	Barnet
Inspection number	815232
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Building Blocks Education Ltd
Date of previous inspection	01/03/2011
Telephone number	0208 2000189

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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