

Active Learning JW3 Nursery

341-351 Finchley Road, LONDON, NW3 6ET

Inspection date

Previous inspection date

13/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The nursery manager provides strong leadership and has a clear vision for self improvement.
- The nursery environment is highly secure and provides a broad range of resources and facilities to promote learning.
- Babies receive a high level of personal care and are settled and secure.
- Staff plan for children's next steps in their learning using their individual interests to motivate them to learn. Consequently, children make good progress.

It is not yet outstanding because

- Occasionally, staff do not provide children with sufficient time and freedom to explore and investigate to their satisfaction.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with parents.
- The inspector carried out observation on children indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager.
- The inspector examined documentation, including a sample of children's records, safeguarding policies and procedures and staff suitability records.

Inspector

Helen Parker

Full report

Information about the setting

Active Learning at JW3 opened in 2013. The nursery is privately owned. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a purpose built floor of a new building in the London Borough of Camden. Children have access to play rooms and studio rooms. There is an outdoor area for the children to access. Toilet facilities are on the same floor. The nursery is open between 7.30am to 6.30pm each day, and all year. The nursery is closed between Christmas and New Year and four days a year for Jewish holidays. All staff are qualified to work with children.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore their environment and complete activities to their own satisfaction.

Inspection judgements

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

The learning environment is bright, welcoming, and very well equipped. The nursery has many resources available such as a sensory room containing such things as bubble tubes and lights allowing children a space to relax. There is also an art studio, used for art, drama and yoga. A science studio provides opportunities for children to use computers. The nursery has a roof garden which has been designed to provide opportunities for climbing and playing with balls. Here children can explore sand and water and have their snack outside.

Staff have a good level of understanding of all areas of learning and plan next steps following children's individual interests. However, not all staff are as confident in their knowledge and on occasion this leads to some inconsistency in practice. For example, children show an interest in moving objects from one space to another. This is developed further in an activity moving dry pasta and rice from a tray to a water tray to explore the changes taking place. Yet other staff do not recognise the benefits of this, and prevent children from moving sand to another location to extend their play. Nonetheless, the quality of teaching is good overall, with some occasional lapses.

Staff are able to explain how they plan and assess learning. Staff observe and record children's achievements and support those who require extra help. Consequently, children are making good progress, particularly those who have English as an additional language. Staff promote children's development by mapping their interests and building on this. This

means children receive individual planning that is focussed to their needs.

Children are well supported settling into the nursery and staff assess children's starting points with parents. The key person system supports children when they are settling in and parents state that this works well. Staff welcome parents and share information readily.

The progress check for children aged two years is completed and shared with parents. All children have learning journals, which are shared with parents on a regular basis. Parents report good communication with staff regarding their child's progress.

Staff provide children with good opportunities to take part in a wide range of activities to promote their learning. Examples of children's creative work are displayed in the toddler room, providing them with a strong sense of belonging. Children have recently taken part in activities around growing plants and have sown seeds and watched them sprout. Parents report that children have been eager to share this new information at home.

Additional staff are employed to support key areas of learning, such as a sports coach, an art teacher and an early years teacher. Children benefit from having this expertise and have a good range of learning opportunities on a daily basis. For example, older children learn about the 'letter of the week', developing their skills in readiness for school.

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

Children are mostly happy and settled. Babies receive lots of attention and cuddles and have a warm and welcoming environment to play in. They are able to sleep in a separate cot room when they are tired and staff follow parents' wishes regarding care routines. As a result, babies are secure and settled.

Toddlers have a stimulating play environment and sleep in the art studio after lunch. Individual bedding is provided ensuring good hygiene and children have their own special comforters with staff settling children well to sleep. Children have good attachments to staff and their care needs are met. For example, all children have access to drinking water throughout the day in labelled beakers. Those children who sleep through lunchtime have an alternative meal prepared for them when they wake. This demonstrates a good understanding of meeting children's individual needs.

Staff encourage children to develop an understanding of a healthy diet and exercise. Children have opportunities to play outdoors with parachutes and balls or indoors if the weather is not suitable. All food is freshly cooked on the premises and meals, snacks and drinks are healthy and well balanced. Children enjoy eating their lunch of vegetable curry and rice and staff eat with them modelling good eating habits at the table.

There is a high level of security at the nursery. Parents have to pass through a secure entry system and a locked foyer to access children. All rooms have close circuit television and parents can access this from home. This enables them to watch their children at play and provides reassurance and an opportunity to share their learning. There is a secure

system in place for the collection of children with photographs held on record of those allowed to collect children.

Staff prepare children well for their next stage in learning, visiting rooms for settling in sessions prior to moving up. All children have opportunities to mix with other age groups in the garden and to become more familiar with other staff.

Behaviour is good and staff act as positive role models to children reminding them how to move safely and to share toys. Children help to tidy toys away and are encouraged to become independent by collecting their own coats and attempting to put them on. As a result children develop good self-help skills for the future.

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

The leadership and management are strong. The manager demonstrates good, reflective practice and has a clear improvement plan in place for the nursery. Due to the nursery growing in numbers very quickly the manager has needed to recruit many new members of staff. She is aware that it will take time and training for all staff to reach a good level of expertise and has addressed this in her improvement plan.

Systems are in place to monitor the assessment of children's progress across all areas of learning. Children with additional needs are well supported. Staff work very well with parents and other professionals to meet their needs and adapt activities to help them make good progress. The manager has good support from the local early years team.

The manager has excellent knowledge of safeguarding requirements and all staff have completed training at induction. Consequently, they know what to do if they are concerned about a child. Policies and procedures are robust and implemented well. The manager follows robust recruitment and vetting procedures to appoint staff who are suitable to work with children. There are a good range of security measures to keep children protected from harm. For example, closed circuit television is in use and covers all the play rooms and the entrance to the nursery. This enables staff to prevent intruder access and to observe quality of practice in the play rooms. As a result children play and explore safely.

Clear systems of staff induction and supervision are in place. The manager has good knowledge of performance management and tackles under performance swiftly with staff being supported to work in areas they have strength in.

The manager receives support and supervision from her managing director and has a good record of professional development having studied for a master's degree recently. She is keen to develop the staff's knowledge and skills through ongoing professional development and makes use of the wide range of training courses available from the local authority.

Staff have good relationships with parents and carers. Parents spoken to explain that they feel welcomed and are encouraged to share information with their child's key person to ensure continuity of care. In addition, parent's meetings are held regularly to ensure parents receive up-to-date information about their child's progress. Parents speak positively about the nursery and comment how their children are happy and all staff are friendly and caring.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462220
Local authority	Camden
Inspection number	934942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	87
Number of children on roll	72
Name of provider	Active Learning Childcare (Guernsey) Ltd
Date of previous inspection	not applicable
Telephone number	0203 0314700

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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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