

## Inspection date

16 July 2015

Previous inspection date

30 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The quality of teaching is poor and behaviour management is inconsistent. As a result, children do not make sufficient progress in their learning and are not always helped to understand what behaviour is expected of them.
- The key-person system is ineffective. There is little sharing of information between parents and the nursery to ensure children's care and learning needs are well met.
- Observations and assessments are not accurate enough to enable staff to promote children's development or plan effectively to ensure they have the skills for their next stage in learning. They are not well prepared for their move to school.
- Staff do not have a clear understanding of the action to take if there is a safeguarding allegation made against a member of staff.
- The provider and manager do not assess risks sufficiently well to keep children safe. They have not identified areas of the premises that are unsafe so that risks can be removed or minimised.
- The provider does not have an adequate understanding of the Early Years Foundation Stage requirements. She does not have appropriate systems in place to identify how staff's practice needs to improve or to identify and meet staff's professional development needs.
- The provider has not notified Ofsted, as required, of changes to the manager of the nursery. She does not ask staff to report changes that may affect their suitability to work with children or ensure that records are easily accessible and available.

### It has the following strengths

- Parents are pleased with the way their children settle at nursery.
- Children enjoy imaginative play in the area set up by staff as the hair salon.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that the key-person system is fully effective and supports children's individual care and learning needs
- ensure that staff's professional development needs are identified and met through ongoing supervision, support and training, so that the quality of teaching and learning improves
- improve the quality of teaching by ensuring that all staff undertake regular and accurate assessments of children's progress and use this information to provide appropriate learning opportunities both inside and outdoors
- ensure that all staff have a clear understanding of how to implement the safeguarding policy; in particular, the procedure to follow in the event of an allegation being made against a member of staff
- put systems in place to ensure staff disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children received during their employment at the setting
- ensure that risk assessment identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised
- manage children's behaviour in an appropriate way ensuring consistency and providing explanations to children
- notify Ofsted of any change to the person who is managing the early years provision
- ensure that records are easily accessible and available, in particular records to demonstrate staff suitability.

**To meet the requirements of the Childcare Register the provider must:**

- ensure that the premises, including overall floor space and outdoor spaces, and equipment used for the purposes of the childcare are safe and suitable for that childcare (Compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager (Compulsory part of the Childcare Register)
- inform Ofsted of changes to the nominated person (Compulsory part of the Childcare Register)
- ensure that the premises, including overall floor space and outdoor spaces, and equipment used for the purposes of the childcare are safe and suitable for childcare (Voluntary part of the Childcare Register)
- inform Ofsted of the appointment of a new manager (Voluntary part of the Childcare Register)
- inform Ofsted of changes to the nominated person. (Voluntary part of the Childcare Register)

**Inspection activities**

- The inspector spoke with staff and children during the day and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning information, evidence of suitability of staff and a range of other documentation, including policies and procedures.

**Inspector**

Pauline Nazarkardeh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Staff set up the playrooms with a range of suitable toys and resources covering all areas of learning. However, the quality of teaching is variable across the nursery resulting in children of all ages making insufficient progress. It is often only the most demanding children who get the attention of staff; some of the youngest and oldest children wander around looking at activities without staff noticing or engaging them. Staff do not meet the needs of children during some activities. For example, when painting, children are not given sufficient opportunities to experiment with different colours. Children use their imaginations well as they play in the hairdressing role-play area, they enjoy working on staff's hair. Each child is assigned a development book for staff to record their observations of the children and track their progress. However observations are not regularly completed and staff do not identify well enough the key areas for children's next steps in development to inform their planning. As a result, children's individual needs are not identified sufficiently well and activities do not support their learning effectively.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children enjoy being at the nursery, most children form secure attachments with those working with them and are beginning to develop their independence. For example, at lunch time some children serve their own vegetables. Parents are not aware of their child's key person so care can be tailored to meet each child's individual needs. Children have opportunities to be outside on a daily basis but the organisation of outdoor play is not effective or safe. Staff do not consider the needs of younger children. For example, when playing in the outdoor area older children ride their bicycles and cars with speed, while younger children have to move out of the way so they do not get hurt. Children's health is not promoted consistently well. Children wash their hands before their snack outdoors. However, staff do not notice when children drop their food on the ground so they pick it up and continue to eat it. Children do not always play and learn well together. Staff do not provide children with clear explanations why some actions are unacceptable to help them understand how to behave and manage their own behaviour more effectively.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Systems to monitor the quality of provision are not robust. The provider has limited contact with the nursery and has not taken sufficient steps to ensure the constant change of managers has not had an impact on the quality of provision. A new interim manager has identified areas for improvement. However, as yet, these have had too little impact on practice. Risk assessments are not robust in keeping children safe; for example, some areas of the garden are overgrown and staff do not prevent access to unsafe areas. Staff are aware of their responsibility to report any concern they may have for a child in their care but have not been told they need to inform the provider if there are any changes that affect their suitability to work with children. Some staff do not understand how to deal with an allegation made against a member of staff.

## Setting details

<b>Unique reference number</b>	EY340710
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1020729
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Building Blocks Education Ltd
<b>Date of previous inspection</b>	30 May 2013
<b>Telephone number</b>	0208 2000189

Joel Nursery registered in 1982. It is a privately owned day nursery. It operates from purpose-built, single-storey, premises in Colindale. The nursery is registered on the Early Years Register and the Child Care Register. The nursery is open each weekday from 8am to 6pm for 52 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 11 staff, the majority of whom 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.

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.

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