

Inspection date	8 December 2015
Previous inspection date	16 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is inconsistent. Children enjoy a variety of activities but staff do not always assess children's level of development accurately. Consequently they do not always know what children need to learn next to ensure good progress.
- Information sharing between staff and parents is not fully established to promote children's learning and development effectively
- The progress made by different groups of children is not fully monitored to ensure any gaps in learning are fully identified and reduced.

It has the following strengths

- Children are happy, content and eager to play and learn. The friendly, warm atmosphere ensures that children are valued and feel secure.
- The manager is ambitious; she motivates staff to drive further improvement. As a result, staff share the vision and understand the plans in place to ensure that the nursery continues to develop.
- Children's health is promoted well. They enjoy daily opportunities to use the outdoor area to gain physical skills, such as climbing and jumping.

What the setting needs to do to improve further

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

	Due Date
■ ensure that assessment is used effectively to understand children's learning needs and to plan what they need to learn next	04/01/2016
■ establish a regular two-way flow of information with parents to provide consistent support for children's learning and development.	04/01/2016

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

- ensure that the consistency of teaching continues to improve
- monitor the progress made by different groups of children and ensure that the learning programme is effective in reducing gaps in children's learning.

Inspection activities

- The inspection was carried out by two inspectors.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and the provider.
- The inspectors took account of the views of parents, staff and children.
- The inspectors reviewed relevant documentation including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

Inspectors

Pauline Nazarkardeh / Malini Mandalia

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers are aware of the requirements the nursery must meet. The manager has a realistic view of the nursery's progress. As a result, she is fully aware of the inconsistencies in practice and has identified clear goals for continued improvement. The manager monitors the quality of provision through observations and she regularly models expected practice. Staff have embraced the changes to the nursery and share the vision for improvement. Safeguarding arrangements are effective. All staff have completed suitability checks and good measures are in place to monitor children's attendance. Staff check the premises for hazards daily and the manager reinforces the need for safe storage of equipment and resources to keep children safe.

Quality of teaching, learning and assessment requires improvement

Children benefit from the improved environment which now allows them to make choices about their play. Children arrive happily and settle quickly to their play. Parents report they are particularly pleased with how approachable staff are. Parents provide useful information about their children's welfare needs. However, staff do not always encourage parents to share information about their child's progress at home, in order to enrich the activity planning. Older children enjoy sensory experiences with foam. Staff encourage children to explore the 'silky' texture and to notice how it becomes 'lumpy' when water is added. Younger children enjoy searching for large bugs buried underneath shredded paper. Some staff introduce mathematical language such as, big and bigger, to build children's vocabulary. Babies receive comfort and build secure attachments as they enjoy a gentle massage from a familiar member of staff. Staff know the interests of the children. However, they do not always use the information to plan challenging activities and secure children's progress.

Personal development, behaviour and welfare require improvement

Children generally behave well. They benefit from attractive low-level displays which include pictures to reinforce expected behaviour. Staff praise children's achievements and their participation in activities to boost their confidence. Older children remind each other to use their 'helping-hands'. Some staff help children to gain important independent skills to prepare them for the next stage in their learning. Older children learn to support their friends, helping them to put their coats on before going out to play. Children respond well to staff's instructions to help tidy away resources. They take pride in sweeping shredded paper and cleaning up after their play. The manager is proactive about improving practice and works in partnership with the local authority. For example, children benefit from local authority initiatives which support their physical development.

Outcomes for children require improvement

Children are making typical progress for their age. They engage eagerly in the activities on offer and enjoy their learning. They confidently ask for additional activities such as finger painting and staff happily accommodate their requests.

Setting details

Unique reference number	EY340710
Local authority	Barnet
Inspection number	1030979
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Building Blocks Education Ltd
Date of previous inspection	16 July 2015
Telephone number	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 open each weekday from 8am to 6pm for 51 weeks a year. The nursery supports children with special educational needs. It also supports children who are learning English as an additional language. The majority of staff 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.

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