

Inspection date	6 July 2016
Previous inspection date	8 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have made significant improvements since their last inspection. For example, the quality of teaching has improved to good levels as staff have become more skilful and knowledgeable. They work extremely well with parents in finding out about children's interests and needs to help plan for what they need to learn next.
- Children make good progress in relation to what they know when they start. Staff use their observations carefully to make accurate assessments of children, to identify any who may need extra help and plan for their ongoing progress.
- Children are confident and have good levels of self-esteem. They develop strong relationships with staff and feel emotionally secure.
- Staff support children who have special educational needs or disability well. They liaise closely with other professionals, supporting children to ensure that there is a shared approach to planning and to check individual progress.
- The manager evaluates and monitors the quality of the provision carefully, contributing to the steep change in the quality of teaching and children's improved outcomes.

It is not yet outstanding because:

- Staff do not always help children to develop their skills in using simple technology.
- Some staff do not develop children's communication and language abilities consistently well.

What the setting needs to do to improve further

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

- ensure that children develop their skills in using simple information and communication technology to aid their learning
- help staff to teach children's communication and language skills consistently well to improve their outcomes further.

Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and the impact this had on children's learning.
- The inspector completed a joint observation with the manager and discussed the learning outcomes.
- The inspector held discussions with the manager and spoke with children, parents and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of the suitability checks and qualifications of staff.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding practices and know what to do if they have any welfare concerns. The manager follows thorough recruitment and induction procedures to ensure that staff are suitable to work with children. She supports staff well and encourages them to improve their skills and knowledge, for example, by attending training courses. They also receive training to help them improve their professional knowledge and skills. The manager monitors the effectiveness of the setting well. She values the views she receives from staff, parents, children and other professionals and uses the information to promote improvements.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess the progress that the children make in their development. This allows them to plan for what children need to learn next. Children have opportunities to investigate and use a wide range of resources. Children use pots, pans, leaves, herbs and mud to create a pretend 'feast' in the outdoor mud kitchen. They explore different textures and talk about smell and taste, while younger children eagerly and imaginatively look for 'treasure'. Group story time is a positive experience for all. For example, children respond to the animation and expressions that staff use when telling stories, which helps promote children's listening and attention skills.

Personal development, behaviour and welfare are good

Staff know children well and are responsive to their individual needs. Children's behaviour is good. They play well together, sharing, taking turns and negotiating. Staff are good examples of how to treat others and teach the children good manners. They value and respect others. Children enjoy a range of healthy snacks and freshly made meals. They have daily opportunities to be active and this helps to support their good health and physical well-being. For example, children ride and steer wheeled toys, kick balls, climb, swing and slide. Staff help children to develop a strong sense of belonging. Staff follow babies' and the youngest children's familiar and individual routines, providing them with continuity in their care needs.

Outcomes for children are good

All children make good progress in their learning. Babies are self-assured and thrive in an environment that nurtures their exploration and physical skills. Older children develop good social skills along with early writing, numeracy and reading skills. Children with special educational needs or disability make good progress. All children are well prepared for their next stages in learning, including school.

Setting details

Unique reference number	EY340710
Local authority	Barnet
Inspection number	1035513
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	0 - 5
Total number of places	30
Number of children on roll	40
Name of registered person	Building Blocks Education Ltd
Registered person unique reference number	RP526504
Date of previous inspection	8 December 2015
Telephone number	0208 2000189

Joel Nursery registered in 1982. It is located in Colindale, in the London Borough of Barnet. The nursery is open each weekday from 8am to 6pm, all year round. The nursery supports children with special educational needs. It also supports children who are learning English as an additional language. The nursery employs nine staff; of these, seven hold appropriate early years qualifications from level 1 to 7. 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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