

Inspection date	9 June 2016
Previous inspection date	1 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 her staff are highly motivated, enthusiastic and reflective. They regularly review their practice and identify areas for improvement. They welcome parents' opinions and act on them to ensure they continually move forward.
- Children independently access a wide range of resources and remain engaged and interested in their play. Staff effectively plan a good selection of challenging experiences across all areas of learning.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about children's development.
- Children are happy and demonstrate that they feel safe and emotionally secure. They have home visits and attend settling-in sessions. They quickly develop close attachments with staff. Starting points for children's learning are successfully established in partnership between staff and parents.
- Partnerships with other professionals are effective in ensuring consistency in meeting children's care and learning needs, especially for those children who have special educational needs or disabilities.

It is not yet outstanding because:

- Performance management arrangements are in place but are not used to consider better ways of sharing the very strong skills of some staff with others to improve the quality and consistency of teaching more swiftly.
- The current timetabled use of the large outdoor play area does not fully support those children who prefer to learn more actively outdoors.

What the setting needs to do to improve further

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

- strengthen the arrangements for supporting staff in sharing their strong practice and skills with other staff more swiftly, in the drive to raise the quality and consistency of teaching and help children achieve at the highest level
- explore further ways to increase children's access to the large outdoor play area to enhance the learning and development of those children who prefer to be outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of the staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff have a good understanding of child protection issues and effectively implement the policies and procedures for reporting any concerns they may have. Children's welfare is fully promoted as staff ensure they are cared for in a safe and secure environment. Visual checks on the premises are regularly completed by staff to enable them to identify and minimise any potential risks or hazards. In addition, parents and carers are required to pass through an additional security system when dropping off and collecting their children from the setting. The nursery has developed strong links with the feeder schools and multi-agency professionals. This promotes a continuous approach to children's care and learning. This is most effective for children who have special educational needs or disability.

Quality of teaching, learning and assessment is good

The quality of teaching is good and, on occasions, outstanding. Staff successfully promote children's individual interests and learning needs. They complete accurate observations and assessments to highlight children's abilities and ongoing development. This helps children to gain a good range of skills needed for the next stage in their learning. Staff follow children's lead and listen to what they have to say. They provide children with opportunities to be creative and to express their own ideas. Children show engagement and motivation when they use a selection of resources to make colourful paintings, linked to a recent religious festival. They explore bubbles and mould play dough with skill, making ice cream models in their pretend shop. Outside, they explore bubbles and develop their imagination and problem-solving skills. For example, they work out how to transport water to add to real vegetables when making pretend soup.

Personal development, behaviour and welfare are good

Children are encouraged to do things for themselves, such as taking turns to serve and prepare their own snack. They confidently and safely use knives to cut their fruit, showing their developing independence. Staff promote healthy eating and ensure that any dietary requirements or specific needs are followed stringently. Staff use a calm and consistent approach to manage children's behaviour. They support children to find appropriate solutions when minor disagreements occur. Staff continually provide children with praise and encouragement, which helps them to feel valued and respected. The key-person system is effective and children's individual needs are known and addressed by all staff. Children form positive relationships with staff, which contributes to them being happy, settled and content.

Outcomes for children are good

Children are developing a positive and enthusiastic attitude towards learning. Children of all abilities, including those with complex needs and children who speak English as an additional language, are making good progress. Children learn about other cultures and their local community. They are well prepared for starting school, and gain the necessary skills to support their future learning.

Setting details

Unique reference number	EY393685
Local authority	Barnet
Inspection number	1024262
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	39
Name of registered person	Edgware Adath Yisroel Congregation Limited
Registered person unique reference number	RP905953
Date of previous inspection	1 February 2010
Telephone number	0208 958 4058

EAYC Nursery was registered in 2009 and is owned and run by a limited company. The nursery employs 13 members of childcare staff, seven of whom hold appropriate early years qualifications at level 2 or 3. The manager holds qualified teacher status. The nursery opens from Monday to Friday during term times only. Sessions are from 8.45am to 12.45pm and 12.45pm to 2.45pm, the club also offers a breakfast club between 8.15am to 8.45am. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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