

Inspection date	14 November 2018
Previous inspection date	6 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager regularly reflects on the service she provides. She uses this information to make improvements to children's learning experiences.
- Staff who care for the very youngest children are particularly skilled at supporting their emotional well-being. Children quickly form good bonds with staff and are happy and settled.
- Staff make regular observations of children's learning and use them to plan carefully what children need to learn next. All children make good progress from their different starting points.
- Children can easily access a range of resource to support their play and activities. They are independent learners who enjoy their time at the nursery.
- Staff work effectively with other professionals. This particularly supports children who have special educational needs (SEN) and/or disabilities. Staff improve children's outcomes.

It is not yet outstanding because:

- While parents receive information about their children's care, staff do not consistently make the most of opportunities to provide them with as much information about children's learning and development as possible.
- Staff do not consistently help children increase their understanding of how their behaviour has an impact on others and how to manage their behaviour more effectively.

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 parents to receive as much information about their children's progress and development as possible
- strengthen staff's understanding of the nursery's behaviour management strategies so children learn to manage their behaviour more effectively.

Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact these had on children's learning.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector talked with staff, parents and children to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. Staff have completed relevant training about how to identify any children who may be at risk of exposure to extreme ideas or behaviours. The manager supports staff's continuing professional development, for instance, through regular training and supervision. Staff use their training effectively. For example, they have created new systems to help them identify children who may have additional needs more quickly. Staff carry out regular risk assessments and understand the procedure to follow if a child has an accident in the nursery.

Quality of teaching, learning and assessment is good

Staff provide children with a range of exploratory experiences. For example, children enjoy rolling and cutting play dough, using glue and experimenting with sand and rice. Children excitedly use their imaginations as they pretend to be in a train going to the seaside. They sing and bang buckets to make different sounds. Children's physical development is supported as they climb, cycle and slide. Staff understand how to support children's use of technology and children easily access resources that light up when they press buttons. Children's mathematical learning is supported. Staff incorporate counting, shapes and size into a variety of activities.

Personal development, behaviour and welfare are good

Children learn about leading a healthy lifestyle. They spontaneously wash their hands after using play dough and before eating the nutritious and interesting meals provided by staff. Children learn to carry out simple manageable tasks as they dress up and alter the size of the builder's hat they want to wear. Staff support children in learning about their similarities and differences as they participate in different festivals and events. For example, children make poppies for Remembrance Day.

Outcomes for children are good

Children are self-confident and enjoy using their learning. For example, they eagerly use their developing mathematical learning to identify numbers and then use them to piece together a picture of a spider. Children become absorbed in testing the magnets on the trains they are playing with. They concentrate as they design their train track and experiment about which pieces to use. Children delight in moving chairs together to create a 'bus' as they sing their favourite song. They are prepared well for the next stage of their learning, including school.

Setting details

Unique reference number	EY340710
Local authority	Barnet
Inspection number	10061403
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 3
Total number of places	30
Number of children on roll	24
Name of registered person	Building Blocks Education Ltd
Registered person unique reference number	RP526504
Date of previous inspection	6 July 2016
Telephone number	0208 2000189

Joel Nursery registered in 1982. The nursery is open Monday to Friday from 8am to 6pm, 51 weeks of the year. The nursery employs six staff, all of whom hold relevant early years qualifications from level 2 to level 6. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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