

# Active Learning Jw3 Nursery



Jewish Community Centre, 341 351, Finchley Road, London NW3 6ET

<b>Inspection date</b>	3 May 2019
Previous inspection date	26 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The well-qualified manager and deputy manager are dedicated to providing a high-quality service and have worked hard to address all of the issues raised at the last inspection. They evaluate the provision effectively and seek the views of staff, parents and children to help them make positive changes and improvements.
- Staff nurture children's language and communication skills very well. For instance, staff support children to learn new words to describe the colours, smells and textures of vegetables, as they pretend to cook in their play kitchen. Staff model the vocabulary first and then ask questions to encourage children to use the words.
- Parents speak highly of the setting. They say that staff are caring and responsive to their children's needs. They value the information which staff provide about nursery activities, which helps them to continue their children's learning at home.
- Staff form close bonds with the children. They provide lots of praise and reassurance, which helps to boost children's confidence and self-esteem. Children of all ages demonstrate that they feel secure in the nursery. They make choices, interact with others and their behaviour is generally good.
- Children are confident and enthusiastic learners, they show high levels of curiosity as they explore the wide range of activities and resources. Toddlers discover how to make marks using materials such as ice, paint and foam. Older children confidently solve problems and test out their ideas, such as whether a large or a small car will go down a ramp the fastest.
- On some occasions, staff do not encourage children to discuss their emotions and explore different ways of expressing how they feel.
- Staff sometimes miss opportunities to help children understand how their behaviour can affect others and why some actions are or are not acceptable.

## What the setting needs to do to improve further

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

- develop further the opportunities for children to explore and talk about their feelings and emotions
- provide consistent guidance to help children understand the reasons for rules and behavioural boundaries.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors. She assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager, deputy manager and company quality manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

#### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff regularly attend training to update their safeguarding knowledge. They understand their responsibilities to protect children in their care and know the procedure to follow should they have concerns about a child's welfare. Staff carry out risk assessments to identify any potential hazards and supervise children well to help keep them safe. Staff have good opportunities to enhance their professional skills and qualifications. They use what they have learned from training to develop their practice further. For example, staff have improved the quality of their assessments to help them plan more precisely for the next steps in children's learning.

### Quality of teaching, learning and assessment is good

Staff complete accurate observations and assessments of children. They use these effectively to help them provide a good range of activities and resources, which appeal to children of different ages and support their learning well. Staff quickly identify any gaps in children's learning. They offer targeted support and work with other professionals where appropriate, to help all children make good progress. Staff provide a broad variety of opportunities for children to develop their creativity. This includes weekly music sessions, where children explore sound and rhythm using their voices and percussion instruments. Staff value children's individuality and ensure that this is reflected in the experiences they provide. For instance, staff teach children to count in their home languages as well as in English.

### Personal development, behaviour and welfare are good

Staff organise the playrooms well and ensure that they are maintained to high standards of cleanliness to welcome parents and children. There is an effective key-person system. Staff find out about children's needs, likes and interests before they start. They use this information effectively to help children to settle and form positive relationships. Staff support children to develop healthy lifestyles. They encourage children to eat a variety of fruit and vegetables at mealtimes and talk to them about the benefits of healthy eating. Staff help children learn about diversity and develop respect for their own and each other's traditions. For instance, children enjoy making challah bread each Friday in preparation for the Jewish Shabbat.

### Outcomes for children are good

Children make good progress, considering what they can do when they first start at the setting. This includes children who receive funding, those with English as an additional language and children with special educational needs and/or disabilities. Children become increasingly independent and acquire a wide range of abilities to prepare them for the eventual move to school. Babies and toddlers develop good physical and language skills, and begin to manage their personal needs, such as feeding themselves and washing their hands. Older children practise early writing skills and create labels and captions to display around their room. Children enjoy the opportunities for vigorous physical play outdoors, and they learn to control their large muscle movements as they run, jump and balance.

## Setting details

<b>Unique reference number</b>	EY545770
<b>Local authority</b>	Camden
<b>Inspection number</b>	10084014
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	26 October 2018
<b>Telephone number</b>	0207 794 3929

Active Learning Jw3 Nursery registered in 2017 and is located in Camden. It operates from 7.30am until 6.30pm throughout the year, except for five Jewish holidays. The nursery employs 28 members of staff, 23 of whom hold relevant childcare qualifications from level 2 to level 6. The manager holds early years professional status and a qualified teacher leads practice in the pre-school room. The nursery provides free early education for children age three and four years.

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