

<b>Inspection date</b>	11 March 2019
Previous inspection date	14 November 2018

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

- The manager has started to monitor children's progress. However, she does not have an accurate picture of children's progress to help identify the gaps in their learning in order to raise the quality of teaching to a consistently good level.
- Staff do not observe children carefully as they play to build on their interests and learning. They do not re-shape activities to challenge and extend children's learning or give them time to try things for themselves and express their ideas. Children do not make consistently good progress.
- Sometimes, staff do not support the younger children to understand and follow hygiene procedures.

### It has the following strengths

- Since the last inspection, the provider and manager have improved the environment for children. The environment is now clean and risks to children have been minimised.
- Parents report positively about the support their children receive from their key person and other staff.
- Children happily explore the activities and resources staff provide. They concentrate, show interest and are curious to learn.
- Staff support children to behave well. Children are polite and learn to share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
monitor teaching and children's learning to ensure all children make consistently good progress from their starting points	07/05/2019
observe children carefully to build on what they know and can do, and use their interests to re-shape activities to challenge and extend their learning.	07/05/2019

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

- support younger children to follow good hygiene procedures.

### Inspection activities

- The inspector observed and discussed, with the manager and staff, the procedures for keeping children safe.
- The inspector sampled documentation, including children's development records and the safeguarding policy.
- The inspector completed two joint observations and discussed the effectiveness of teaching with the manager.
- The inspector observed the staff's interactions with children, indoors and outdoors.
- The inspector reviewed the procedures for recruitment and the suitability of staff.

**Inspector**  
Ruth George

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Since the last inspection, the provider and manager have taken steps to reduce risks to children. The manager has ensured repairs have been undertaken to make the play areas clean and safe. She ensures staff understand and implement the policy and procedures to safeguard children. Staff know how to report concerns they may have about a child to protect their welfare. The manager has provided staff with supervision meetings and set targets to help develop teaching practice. In addition, she has identified training for the staff's ongoing development. The manager has started to monitor children's progress, but this is not fully effective and some weaknesses remain in teaching and learning.

### Quality of teaching, learning and assessment requires improvement

Staff often miss opportunities to build on children's interests and to challenge what they know and can do. For example, staff were teaching children to take turns, follow instructions and to understand how to count down, 'three, two, one', before releasing a car down a ramp. Children were thoroughly engaged, but staff brought the activity abruptly to an end to introduce an unrelated activity. Children did not engage in the new activity and wandered away. Staff do not help all children to make the good progress they are capable of. Staff support children to learn about living things while they explore in the garden. They model language to children, such as 'slime', and talk about the shell that forms a snail's home. Staff make some assessments of children's learning and plan a range of activities for children. They work in partnership with the area special educational needs coordinator to support children who require some extra help.

### Personal development, behaviour and welfare require improvement

Staff settle children when they need a rest and check them while they sleep. Staff follow hygienic procedures when they change young children's nappies. However, they do not ensure young children learn how to wash their hands properly by following good hygiene procedures. Staff encourage children to develop independence. For example, they remind children to change their shoes for outdoor activities. Staff help children to develop friendships and to play cooperatively alongside each other.

### Outcomes for children require improvement

Most children, including those with special educational needs and/or disabilities, develop some skills towards their next steps in learning. Children persevere in self-chosen play and are eager to learn. However, they lose interest in activities because they do not receive sufficient challenge to extend their learning. Children confidently climb under, over and through objects, and balance carefully as they negotiate climbing apparatus. Children learn about living things. During the inspection, they counted snails they found under the bark of a tree stump and talked about their slimy bodies.

## Setting details

<b>Unique reference number</b>	EY340710
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10095160
<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>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Building Blocks Education Ltd
<b>Registered person unique reference number</b>	RP526504
<b>Date of previous inspection</b>	14 November 2018
<b>Telephone number</b>	0208 2000189

Joel Nursery registered in 1982. The nursery is open Monday to Friday from 8am to 6pm, 51 weeks of the year. The provider employs seven staff. The manager and deputy manager both hold a qualification at level 6. Three staff hold an early years qualification at level 3. 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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