

Inspection of Joel Nursery

214 Colindeep Lane, London NW9 6DF

Inspection date: 12 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The dedicated manager has worked hard with staff and other professionals to raise the quality of education at the nursery. For example, enhancements have been made to all rooms. In the room for children age two to five, the manager has changed the environment, creating a play space where children are keen to explore with the well-resourced available toys. The home-corner area has been extended to allow more creativity in play and allow for children to play with real fruit and vegetables from around the world.

Staff have high expectations for all children. This includes those in receipt of funded early education, children who are learning English as an additional language and children with special educational needs and/or disabilities (SEND). Children establish close attachments to staff, which help them to feel safe and secure. They use good manners. For instance, staff encourage children to say 'please' and 'thank you'. Children are constantly reminded of the nursery rule. However, not all staff provide clear explanations to support children's understanding of positive behaviour.

Staff teach children about the importance of a healthy lifestyle. The nursery cook provides a wide range of healthy and nutritious meals. Children have daily opportunities for physical play and exercise in the outdoor play area.

What does the early years setting do well and what does it need to do better?

- The manager provides all staff with the coaching, guidance and training they need to continue to develop their good teaching skills. For instance, she uses peer observations and conducts regular supervision; this also promote the positive well-being of staff. Consequently, staff successfully use the assessment process to plan activities that build on what children know and can do, to promote their next stage in development. They use questions to help children think for themselves and deepen their knowledge further.
- Staff are kind and nurturing. They help children to develop good levels of self-confidence and a positive sense of belonging. For example, staff constantly praise children for their achievements.
- Children learn about good hygiene routines at an early age. Staff successfully support children's developing self-care skills and encourage good hygiene routines. For example, younger children are encouraged to wash their hands themselves before eating. Older children use the bathroom independently. This helps to support their physical health and well-being.
- Children demonstrate their understanding of early mathematical concepts and literacy skills. Older children correctly identify the sounds they can hear at the start of words and make simple calculations. For example, they confidently count

the number of cubes they play with and how many more they need. Younger children hear staff model mathematical language as they play. They enjoy handling books, listening to stories and eagerly experiment with play dough.

- Children build on their independence. They learn to put on their wellington boots and coats, and serve their own food at mealtimes. Children are encouraged to work with their peers, for instance to tidy up and put resources away. Children learn how to maintain and look after the nursery resources.
- Staff encourage children's communication skills well. Babies babble in delight as staff talk to them, and toddlers eagerly engage in simple conversations. Staff ask questions that encourage older children to think and develop their communication skills.
- Staff plan exciting and stimulating activities for children to build on their learning and experiences. However, they do not extend opportunities for children to express and represent their own artistic ideas and creativity in planned activities.
- Key persons establish strong relationships with families. Parents say that key persons are responsive to their suggestions and work well in partnership with them to meet children's needs effectively. For example, they share information effectively with parents to support a consistent approach to help children when they start potty training.
- Staff work closely with other professionals involved in children's care to implement targeted plans for children with SEND. Effective monitoring systems and regular meetings with staff to discuss children and inclusion support help to close any gaps in children's learning rapidly. All children are well prepared for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff are well trained in safeguarding matters. They can identify the signs and symptoms which may indicate that children might be at risk of harm. They have a secure understanding of wider safeguarding issues and know the correct procedures to follow should they have any concerns. Staff understand the steps to take if there has been an allegation against another member of staff. Leaders follow robust recruitment procedures to ensure the suitability of all staff. Daily risk assessments are completed to minimise any potential hazards. Staff remind children how to stay safe and support them to take safe risks as they play.

What does the setting need to do to improve?

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

- extend opportunities for children to express and represent their own artistic ideas and creativity in planned activities
- ensure staff manage children's behaviour consistently and effectively to help

children understand the boundaries and support them to make positive choices.

Setting details

Unique reference number	EY340710
Local authority	Barnet
Inspection number	10102844
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 3
Total number of places	30
Number of children on roll	28
Name of registered person	Building Blocks Education Ltd
Registered person unique reference number	RP526504
Telephone number	0208 2000189
Date of previous inspection	11 March 2019

Information about this early years setting

Joel Nursery registered in 1982. The nursery is open Monday to Friday from 8am to 6pm, for 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 age two, three and four years.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence about staff suitability and training.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents, held discussions with staff and interacted with children at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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