

# Inspection of Just Like Home

Tarling Road Community Centre, 20 Fallows Close, London N2 8LG

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Inspection date: 8 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and eager to explore in this nurturing setting. They feel safe and are confident to make their own choices. Staff value children's ideas and are responsive. When children request an activity, staff eagerly provide the resources needed. Children are emotionally secure through warm relationships that staff build. This helps to develop children's emotional well-being.

Children's individuality is valued, including those who speak English as an additional language. Children celebrate events that are meaningful to them. For example, they learn Hanukkah songs, celebrate the fourth of July and learn about Eid. This helps to promote their sense of self and supports them to learn about other cultures.

Children develop a good range of physical skills. For example, they learn to cut fruit with a knife. They skilfully use tongs to serve themselves vegetables at lunchtime. Staff offer children opportunities to practise these skills. As a result, children build upon what they can do and show pride in their achievements.

Staff have high expectations of children. They remind children of the rules. Children follow the routine and understand what is expected of them. As a result, they are respectful to each other and the adults.

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

- Staff have a good knowledge of what the children can do. They identify appropriate next steps of learning for them.
- Staff support children to be independent. They demonstrate and model new skills well. For example, they show the children how to put on their shoes. As a result, children begin to develop the skills they need.
- The manager places great importance on preparing children for school. She organises visits to local schools. This helps children become familiar with where they are moving to, preparing them for the next stage of learning.
- Children are taught to keep themselves healthy. They explore real fruits and vegetables. They try new foods and learn about the health benefits of some foods. They learn about oral hygiene. This means they begin to make healthy choices and know the effects of a healthy lifestyle on their body.
- Overall, staff support children's communication and language skills well. Staff ask children to think of words beginning with certain sounds. Staff read stories and ask children how they think the characters are feeling. Children are confident to share their ideas. Occasionally, staff are not clear what vocabulary they want children to learn. This means children are not always supported to hear a broad range of vocabulary.

- Staff support children to cooperate with each other. For example, when the children want to read two different books, staff suggest that the children vote. The children are confident to use voting as a way of negotiating. As a result, they learn how to be democratic.
- The manager works tirelessly. There have been significant staffing shortages but she supports staff's well-being effectively. Staff say that they know they can ask for help at any time. There is a regular programme of supervisions, appraisals and peer observations. However, the manager does not always identify and provide the training to support staff's continued professional development consistently.
- Partnerships with parents are effective. Parents speak very highly of the leadership. The manager acts upon the information shared by parents. She is responsive to parents' suggestions. For example, she set up a chess club for the children. The parents are very pleased with the level of communication they receive from staff. Staff send daily updates and photos to parents to share what learning has taken place.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a robust understanding of safeguarding procedures. The manager ensures all staff receive suitable training. As a result, they know how to identify risks to the children. Staff have a clear understanding of what to do if there are any concerns. They understand how to make timely referrals and know when it is appropriate to follow the whistle-blowing procedure. The manager is clear on how to manage allegations against staff members. She follows robust recruitment processes to ensure that only suitable staff are employed. Children are encouraged to take risks, but staff support them to do this safely.

## **What does the setting need to do to improve?**

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

- develop ways to ensure that children consistently hear and develop a wide vocabulary
- enhance support for staff's training needs to further their continued professional development.

## Setting details

<b>Unique reference number</b>	2540133
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10208665
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Fedor, Amelia
<b>Registered person unique reference number</b>	2540132
<b>Telephone number</b>	07908491382
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Just Like Home registered in 2019. The setting is based in the London Borough of Barnet. The nursery is open from 7.30am to 6pm on Monday to Friday, all year round. The nursery employs five members of childcare staff. All five hold appropriate early years qualifications at level 2 or above, including two at level 3 and one at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Selvakumaran

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during an outdoor activity.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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