

Inspection of Early Learning Years Nursery

19 The Grove, Finchley, London N3 1QN

Inspection date: 6 March 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised within the nursery environment. Leaders have not effectively monitored staff's understanding and knowledge of safeguarding to ensure that all staff recognise potential signs of abuse or a child at risk of harm, and know how and who to refer concerns to. This includes procedures that staff must follow if they are concerned about a colleague.

Overall, children are not receiving good enough levels of teaching and support in their learning. Although the manager discusses what and how she wants children to learn, this is not implemented effectively by staff. The curriculum is not ambitious or challenging for all children. Interactions between staff and children are not at a good level. Staff tend to supervise children rather than engage in purposeful learning. This means that all children are not making the best possible or good progress and are not engaged in their learning all the time.

Children are greeted by friendly staff, and this mostly helps children to settle and explore the activities on offer. Children play in the outdoor area and have opportunities to develop their physical skills. Older children enjoy listening to stories and singing songs. However, staff do not provide consistent messages about what they expect from children and how they want children to behave. This leads to children not knowing what is expected of them and to unwanted behaviours such as pushing and snatching. Children can feel frustrated and upset and, overall, children do not behave well.

Staff interact warmly with children during care routines and transitions such as nappy changes and washing hands. During sleep and rest times, staff gently pat children to reassure them.

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

- Leaders have not ensured that risk assessments for young children are effective. Young babies play with resources not deemed safe for their age range. This compromises children's safety.
- Staff carry out observations of the children and have discussions with parents. However, not all staff use this information and know what children's interests are and what they know and can do. This means that learning is not individualised and relevant for all children. Leaders have not ensured that the curriculum is ambitious, challenging and sequenced for all children. This impacts on children's overall development and progress to next stages of learning. Also, children are not engaged and sustained in their learning all the time.
- Children speak a variety of languages at home and use these at the nursery. However, leaders have not ensured that strategies to support these children are

delivered successfully all the time. This means that children who speak English as an additional language (EAL) do not make as much progress as they could.

- Leaders work with partners and agencies to support children with special educational needs and/or disabilities (SEND). Key persons are aware of what children's needs are and implement strategies to support them. However, this is not consistent with all staff working with children and therefore not implemented effectively. This means that levels of teaching for children with SEND are not consistently good and they do not make as much progress as they could.
- Staff do not have high enough expectations of children's behaviour. Staff do not implement shared strategies to manage poor behaviour. Some staff address unwanted behaviours such as pushing, snatching and not sharing resources, others do not. This often leads to children feeling confused about what is expected of them.
- Children enjoy the healthy meals and snacks. This helps children to make healthy choices. However, leaders have not ensured that staff involved in food preparation have completed required training in food hygiene to ensure that they can implement current food guidance safely, particularly on food portion sizes which could pose a choking hazard to young children.
- Parents describe staff as caring, friendly and approachable. They like the daily feedback from staff about what their children have done and their routines. However, not all parents are aware of what their children are learning at nursery and their next steps to continue learning at home.
- Leaders do not have effective supervision arrangements in place to support staff to identify and address weaknesses in practice. This is particularly evident for new members of staff who do not fully understand their roles and responsibilities. This means that staff working with children do not have the necessary skills and understanding to ensure that children's safety is assured and they receive good levels of learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff are able to recognise the signs and symptoms of a child at risk of abuse and how to refer this	27/03/2024

ensure that all staff have suitable knowledge and understanding of what to do if they are concerned about a member of staff or an allegation and who to refer to	27/03/2024
improve induction for new staff members to ensure that they understand their roles and responsibilities, in particular with regard to safeguarding children	10/04/2024
improve supervision and mentoring of staff to ensure that they identify and address weaknesses in teaching	10/04/2024
ensure that all staff involved in food preparation have had training in food hygiene	27/03/2024
support staff to manage children's behaviour consistently and in a positive way	27/03/2024
ensure that staff working with children with SEND are aware of strategies to support them and implement these	27/03/2024
ensure that risk assessments are carried out on resources to ensure that they are safe and suitable for the ages and development of the children using them	27/03/2024
implement a curriculum that builds on children's interests, what they know and what they can do	24/04/2024
implement a curriculum that is ambitious, sequenced and challenging for all children to ensure good or better outcomes for children	24/04/2024
improve interactions between children and staff to ensure that children remain focused	24/04/2024

develop and implement strategies to work with and support children who speak EAL to make good progress in communication and language development.	27/03/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen communication with parents to involve them in their children's learning.

Setting details

Unique reference number	EY153081
Local authority	Barnet
Inspection number	10324231
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 at time of inspection	1 to 4
Total number of places	63
Number of children on roll	86
Name of registered person	Early Learning Years Nursery Partnership
Registered person unique reference number	RP518796
Telephone number	0208 349 3492
Date of previous inspection	7 March 2019

Information about this early years setting

Early Learning Years Nursery registered in 2002 and is situated in the London Borough of Barnet. The nursery is open each weekday from 7.30am to 6.45pm throughout the year. It receives funding for the provision of free early education for children aged two, three and four years. The provider employs 22 members of staff, 19 of whom work directly with the children. Eight of these staff hold appropriate early years qualifications ranging from level 2 to 4.

Information about this inspection

Inspector
Nelam Pooni

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want children to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the nursery.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as first aid and Disclosure and Barring Service (DBS) checks.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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