

# Harmony Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	143725
<b>Inspection date</b>	05 March 2008
<b>Inspector</b>	Martha Naa Ahimah Darkwah
<b>Setting Address</b>	Australia Road, London, W12 7PT
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<b>Registered person</b>	Harmony Community Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Harmony Neighbourhood Nursery is located on the White City Estate in Shepherds Bush in the London Borough of Hammersmith and Fulham. It opened in 2001 and operates in a purpose built building, with five play rooms.

A maximum of 46 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year. All children have access to a secure outdoor play area.

There are currently 39 children aged one to five years on roll. Of these 17 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and disabilities and supports a number of children who have English as an additional language.

The nursery employs 13 members of staff of whom nine have a recognised early year's qualification.

The nursery is a member of the Early Years Development Childcare Partnership, Hammersmith and Fulham. It is part of the Randolph Beresford Nursery School and holds the National Day Nursery Association Quality Assurance scheme award.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. They gain an effective understanding of hygiene and a real desire to become increasingly independent in their personal care. Children spend time washing their hands after the toilet or before lunch. Staff members are available to support the younger children helping them to gain practical skills to turn off the taps without wasting the water. Children's health is protected because staff members are well informed about their medical conditions. Most staff members have relevant first aid qualifications. Procedures are in place for recording accidents and administering of medication for maintaining good health. Parents are informed of any accidents. However the current system raises issues of confidentiality when parents are asked to sign the entries.

They independently help themselves to snack and pour their drinks. Staff members encourage conversations on the benefits of healthy eating. Children enjoy eating in small groups at tables with their peers and members of staff. They enjoy well balanced and healthy foods such as roast chicken, potatoes and peas. Vegetarian options such as vegetable curry served with green salad; noodles, mushrooms and sweet and sour pieces of quorn are also provided.

Children are developing well physically as they have the opportunity to run around and generally benefit from outdoor play within a secure environment. They develop self confidence in their physical skills as they move with control and co-ordination. Children enjoy running and balancing and they are beginning to recognise the changes that happen to their bodies when active. Indoors, they use a range of equipment to develop competent small motor control. Children pour small quantities of water accurately and use appropriate tools such as scissors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming and child-friendly environment. They benefit from the meaningful organisation of activities. Resources are safe, well made and of good quality, many in natural materials. Children have good opportunities to exercise their independence by being able to self-select the resources available for them from the open-fronted shelves. Play resources are stored and displayed attractively and appealingly for children.

Children are safe and secure on the premises because the policies and procedures in place are followed by staff to promote children's safety and welfare. The safety of children is important to staff, and any potential dangers are identified and quickly reduced. High priority is also given to making sure children will be safe in an emergency. The fire drill is practised regularly to ensure that all children are taken to safety quickly in an emergency. Staff members work directly with the children in the different areas of the rooms and in the garden. Therefore, they are well supervised at all times. Children are learning to keep themselves safe.

They learn to carry their chairs safely and staff members ensure children understand how to use scissors with care. Staff members ensure that the nursery is well secured and that anyone wishing to gain entry is suitably identified before gaining access. All visitors are asked to sign in and record their arrival and departure times to further promote the children's welfare. Thorough risk assessments are regularly carried out and monitored well to safeguard children. This helps staff to ensure that the facilities remain suitable for use by the children.

Children's well-being is also well protected because staff members have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns. There are procedures in place to ensure that staff members who are going through checks are never left alone with children.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children absolutely enjoy their time at nursery. They arrive very happy and confident and quickly settle into the daily routine. Staff members have an excellent understanding of how children learn and use the 'Birth to three matters' framework to plan a varied range of activities to enhance children's development. This is well recorded in photographs, children's work and written observations and evaluation of children's progress and planning. Records of children's achievements are very well presented and shared with parents who are invited to give their comments and contributions.

Younger children play enthusiastically with an excellent variety of stimulating toys and resources. For example they explore and enjoy early mark making using sand, water, paint and chalk. Children explore boxes using a wide range of materials and resources. They make model planes using cardboard, thereby helping them to be imaginative and creative. They are supported by kind and caring staff members who are able to respond to their individual care, learning and welfare needs very well. Children laugh and have fun as they relate well to the staff members and their peers. Consequently, they become confident to express their needs and wishes.

New children are gently introduced to the nursery routine by following effective systems. Parents and carers play an active role in this process. This ensures a smooth transition, as the programme is tailored to their child's individual needs involving a key member of staff. Older children in the nursery are excellent role models for them.

Children are very well motivated and engrossed in a broad range of purposeful and developmentally appropriate indoor and outdoor activities. They are enthusiastic as they make choices about their activities. They enjoy exploring different mediums such as paint, water and clay. They use a wide range of appropriately sized tools. For example, they use plastic containers in water play to explore volume by emptying and filling these with water.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff members have a secure knowledge of the links with the Foundation Stage. They understand how children learn and identify and plan for the next possible steps in their individual development. Thorough assessment is carried out and the information gained used effectively to guide the planning and assessment systems. Staff members skilfully observe children's efforts and respond appropriately to them. For example, they sit with children on a one to one basis ensuring they can complete the tasks well. Children have appropriate chances to reflect on their play and staff members support this

learning in an exceptional manner, intervening only when necessary. Staff members have high expectations, and explain this clearly and encourage children to think. Staff members are purposely involved with activities holding their attention. For example, children build their tower out of plastic bricks and pull it down. They talk animatedly during discussion time to staff members and their peers about means of transport and what they need for travelling. This helps them learn about the necessary things needed for travelling such as tickets and passports.

Children enjoy being in each other's company and demonstrate this by playing cooperatively together for extended periods. They are learning about taking turns and sharing. Children are curious to explore newly set out activities, and to show their handiwork to others with pride. They enjoy the social experience of eating together and sharing personal experiences with each other while they have meals. Children are developing an extensive understanding of number, reading and writing through activities and equipment which are designed to build on what they know and challenge them to explore further. They have excellent opportunities for developing writing skills, and are beginning to understand that writing has meaning. For example, several children write their own name. Children recognise their names and display them on their art work. They count regularly in a variety of practical activities and routines. Children count how many are in attendance and make a distinction between the total numbers of girls and boys during circle time.

Knowledge and understanding of the world is very well promoted. Children have excellent opportunity to use a wide range of information and communication technology and operate simple programmable resources. They also learn about nature through planting. They particularly enjoy digging in the garden planting seeds and watering plants. Children enjoy a demonstration of the qualities of magnetism and quickly understand what is magnetic as they test different objects within the classroom.

Their knowledge and understanding of the wider world is developed through extensive activities covering the main festivals from other countries. They also learn about different parts of the world through using maps of different continents by discussion and planned activities. Children manipulate pencils, scissors and glue spreaders with skill, as well as developing large motor movement through balancing games both indoors and outdoors. Older and more able children are offered more challenge in their physical play, as they climb large apparatus. This helps to develop their large muscles. Children are highly active as they enjoy the beautifully landscaped garden. They confidently go up and down the steps and climb up the mound eagerly.

Children are helped to make significant improvements in the programmes for communication language and literacy in a number of ways. These include weekly speech and language sessions, individual educational plans, and visual pictures using Makaton signs where appropriate. Children with learning difficulties and disabilities and those with English as an additional language well supported. Excellent use is made of dual language books, props, story packs, action songs and rhymes. The nursery uses the Picture Exchange Communication System to further support children in their development of communication. Staff members teach children to exchange a picture of a desired item with a member of staff who immediately honours the request. This helps children to focus on the initial components of communication, identify symbols and learn how to put them together in simple sentences.

Children show excitement when singing familiar songs, and join-in enthusiastically with action rhymes. They have an absolutely fabulous time as they actively take part in physical activities outdoors. They enjoy an extensive outdoor area with sufficient resources to support children

with their sensory skills and nature. This gives children plenty of opportunities during the day to experience playing and developing their motor skills.

Children benefit from excellent opportunities for creative play. They explore colour and texture and they particularly enjoy and benefit from the free access to the creative resources. They use paper, scissors and

sellotape and other materials to express themselves and make their own design through their art and design. Children's work is very well respected as staff members encourage children to store their cuttings and work in their folders.

### **Helping children make a positive contribution**

The provision is outstanding.

Children understand their own needs and begin to respect the needs of others. They are full of confidence, are self assured and can work and play well on their own or with others. They can freely discuss their emotions with an adult and each other. Staff members are well accomplished and sensitive in their management of children and their behaviour. This results in behaviour being of a consistently high standard. Children's spiritual, moral, social and cultural development is fostered.

Children are treated as individuals by being allowed time to progress at their own pace. They are also valued and respected by staff members, and given appropriate praise and encouragement to enhance self-esteem and confidence. They settle well because staff members ensure that they find out some basic words in the child's first language to help with the process.

Children are learning a great deal about the world in which they live as they have access to a broad range of resources that promote positive images of different cultures and varying needs. They learn about festivals and traditions celebrated in the local and wider community. Members in the community are invited to the nursery to further contribute to chosen topics by sharing their skills and experiences with the children. This helps to foster good community cohesion and help children in their understanding of the differing roles and responsibilities of people who help us.

Children with learning difficulties or disabilities are warmly welcomed in the nursery. Staff members have an unquestionably enabling and positive attitude towards this area of childcare. The manager is fully aware of her responsibility as a service provider to act in the best interest of every child. Staff members, parents and external agencies work very well together to meet each child's individual requirements. Further systems are in place to regularly monitor these strategies to ensure children's achievements remain outstanding. Therefore children are making excellent progress.

Children benefit greatly from the friendly interaction between staff members and parents. Detailed information about the nursery and the service it provides is readily available for parents. Staff members plan to support children's development. Parents complete a developmental document which is used as an induction for the children. Verbal information is exchanged daily with parents. Regular informative newsletters are produced, and a parent's board is kept up to date with information to keep parents informed of any events. The setting continues to work on systems that create an environment to maximise children's experience.

A clear and comprehensive complaints procedure is in place and working well. Parents are extremely happy with the care, education and the progress their children are making.

The partnership with parents and carers in relation to nursery education is outstanding. They are provided with an excellent range of information which explains the care and education that is provided for their children. This enables them identify how they can maximise children's experience. In addition, parents are informed about the range of activities the nursery is working on to enable them to help reinforce the learning intentions at home and when they are out and about with their children. This helps to consolidate the concepts and learning intentions through children's routine both at home and in the nursery. Parents are actively encouraged to be involved with their child's learning through a number of strategies. These include key worker scheme which ensures parents have a full discussion about their child's progress during the parents' evenings and include their written comments. Parents complete questionnaires and give feedback at exit interviews. They are well represented on the management committee and they feedback to staff members on a number of issues.

## **Organisation**

The organisation is good.

The leadership and management of the setting are good. The provider and manager are very committed to the promotion of high quality education. This is highly encouraged through staff members attending relevant courses to enhance and increase their knowledge and skills. This ensures that they keep up to date on child care practices and thinking. The manager is committed to improving the quality of nursery education. They do this through regular parent questionnaires and monitoring of staff members planning and teaching methods. The manager has identified ways to continue to refine planning to identify additional opportunities to incorporate more visits into the curriculum.

Children's care is enhanced by the effective organisation throughout the nursery. Staff members are well deployed in the nursery allowing children to receive appropriate and balanced adult attention. They ensure that all children are happily engaged in purposeful activities whilst working at their own pace.

The manager meets with the staff regularly to discuss relevant issues. Therefore, staff members have a clear understanding of their role and responsibilities and focus on the needs of the children. They also meet regularly to discuss strengths and areas they wish to improve, which helps benefit the children.

All of the required documentation is in place to support children's health, safety and wellbeing. However, the format and operational systems for the recording of accidents and incidents does not offer maximum confidentiality.

Robust recruitment and vetting procedures are in place and working well. This ensures that children are protected and cared for by staff members who have good knowledge and understanding of child development and are suitable to work with children. Children benefit from the continuity and positive approach of the staff members as they have a long term commitment to the nursery. Children's individual records are well maintained and shared with parents, which ensure that appropriate care is provided. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to ensure greater use of numbers for display in and around the nursery and ensure the complaints procedure included regulators details.

Children greatly benefit from the increased use of numbers in the classrooms and the outdoor play areas. It provides spontaneous opportunities to recognise numbers and mathematical concepts to maximise their learning through their daily routine.

A clear and comprehensive complaints procedure is in place with the regulators details. This offer parents greater confidence to raise any concerns they may have and how to do this.

## **Complaints since the last inspection**

Since the last inspection, Ofsted has received one complaint relating to the National Standard 12: Working in Partnership with Parents and Carers, National Standard 13: Child Protection and National Standard 14: Documentation.

The concerns were raised in relation to the complaints procedure, misleading information from members of staff to parents, a delay in reporting an incident to a parent and not following correct child protection procedures.

Ofsted asked the provider to investigate these concerns that had been raised and report back. The provider submitted a detailed response. Ofsted set one action to update the child protection procedure. Ofsted received a response to the action and from the information provided, Ofsted was satisfied that the provider was meeting the National Standards. The provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the format and operational systems for the recording of accidents and incidents offer maximum confidentiality

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):



- continue to refine planning to identify additional opportunities to incorporate more visits into the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)