

Harmony Nursery

Inspection report for early years provision

Unique reference number EY418127
Inspection date 05/10/2011
Inspector Seema Parmar

Setting address 275 Kings Road, HARROW, Middlesex, HA2 9LG

Telephone number 07932234895 or 02084295801
Email harish@habbypaddy.co.uk
Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Harmony nursery registered in 2010. The setting operates from a property approved for commercial use, in Rayners Lane, in the London Borough of Harrow. Children have use of a free flow play area on the ground floor and access to an outside play area that is partly covered for all-year use. The setting serves the local and surrounding community.

The setting is open Monday to Friday from 8.00am to 6.00pm, offering a variety of sessions including part-time, full time, and before and after school care. The setting is open all year around except bank holidays. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the childcare Register.

The setting may care for a maximum of 23 children under 8 years; of these, not more than 17 may be in the early years age group and none may be under two years. There are currently 30 children in the early years age group on roll. The nursery is taking part in a pilot scheme that means they are able to provide free early education for children aged two, in addition to those aged three and four. The setting supports children with special educational needs and/or disabilities, and children with English as an additional language.

The setting employs seven staff including the proprietor and manager. Five staff hold appropriate early years qualifications and two staff are working towards their National Vocational Qualification at level 2. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance and National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and have sound relationships with the staff team. Language and communication skills are generally well developed. However, a lack of effective systems result in some children's individual needs not being fully met and compromises their welfare. Partnership with parents is a key strength of this setting and children benefit from close communication systems between parents and staff. The provider demonstrates a sound commitment to continual development by working in close partnership with the local early years' advisory team, in order to identify priorities for further development and to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 04/11/2011
- ensure adults looking after children or having unsupervised access to them are suitable to do so (Suitable person) 06/10/2011
- implement effective systems to ensure that the individual needs of all children are met (organisation) 04/11/2011

To further improve the early years provision the registered person should:

- show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between staff, parents and bi-lingual staff in meeting their needs

The effectiveness of leadership and management of the early years provision

Generally, children are protected, as the setting has appropriate systems in place for the recruitment of staff. For example, all staff have undertaken a Criminal Record Bureau check, as part of the recruitment procedures, and these are in the process of being completed for students. However, an ineffective system means that students are left for short periods unsupervised with children. Although the playroom is open-plan and staff are continually moving between indoor and outdoor areas, this does slightly compromise the children's welfare. Staff are aware of their safeguarding roles and their responsibilities, in order to report concerns. Staff ensure that the nursery is well secured and that anyone wishing to gain entry is suitably identified before gaining access. All visitors must sign the visitors log-book. Children are also kept safe as systems for addressing safety issues are in place. For example, a webcam, risk assessments and daily safety checks are completed in order to ensure that children can enjoy an environment that is safe.

The manager is relatively new to the setting and, therefore, a self-evaluation form has not been completed. The staff, as part of looking at their strengths and areas to make improvements, are beginning to put an action plan in place to address areas for improvement. In addition, the setting is also working closely with the local early years team in order to make improvements for outcomes for children. This reflects their commitment to maintaining the development of the nursery.

Generally, records, policies, and procedures required for the safe and efficient management of the childminding provision are in place. However, the setting does not obtain the required written consent from parents in order to seek emergency medical treatment in advance. This could cause a delay in obtaining the required

treatment and consequently compromise the children's well-being.

Staff understand the importance of developing partnerships with others. They seek appropriate support from a range of professional agencies, such as the special educational needs team, and occupational therapy team, in order to ensure that children with special educational needs and/or disabilities benefit from a positive and rewarding experience.

Partnerships with parents are a key strength of this setting. Highly positive relationships are established with parents to ensure their children's needs are met. The setting actively seeks parents to share, contribute and update information to become fully involved in their children's continuous care, learning and assessment. There are clear and accessible channels for parents to communicate with the setting. Feedback from parents' questionnaires indicate that they are highly satisfied with the service provided by the setting.

The quality and standards of the early years provision and outcomes for children

Children make suitable progress in their learning and development as staff have sound knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage. Staff plan a varied range of activities and experiences for children, which include their interests. Generally, systems for observations, planning and development for children are in place. Individual profiles, recording the development of each child, are developing and staff use these to discuss children's development and learning with parents.

Overall, children have fun and participate well, joining in during circle time with familiar action songs and rhymes as they move to 'head, shoulders, knees and toes'. Generally, staff communicate well with some of the children who speak English as an additional language, using their home language to promote their self-esteem and confidence. At times, however, ineffective systems hinder other children who have little or no understanding of English, causing them to miss opportunities to be fully included and having their needs understood. Children develop their problem-solving skills, as they work out where pieces fit in puzzles and construct train tracks. Children show confidence and increasing control as they are beginning to manipulate a range of small tools and equipment successfully. For example, children learn how to use scissors and are able to manipulate play dough with rolling pins and cutters with increasing control. Children develop social skills as they enjoy being in each other's company and demonstrate this by playing cooperatively together. Staff support children's spontaneous learning. When they discover a caterpillar in the garden staff take this further for them to learn about living creatures, and the exploration and investigation of the life cycle of a butterfly. The experiences, resources and activities provided help children develop skills for the future.

Staff follow appropriate procedures, preventing the spread of infection, in order to promote the well-being of children. For example, staff wear disposable gloves

when changing nappies, and use anti-bacterial wipes on the changing mat after each use. Children learn to take small doses of responsibility as they develop their self-care skills. For example, they are encouraged to wash their hands before meals and after using the toilet. They learn after snack time that their bowl and cup should be placed in the plastic basin kept for used utensils. Children are able to drink whenever they are thirsty as they help themselves to the water set out throughout the day. Children enjoy outdoor play gaining fresh air and exercise. They run, climb and cycle, developing their large motor skills. Children learn to keep safe as staff give gentle reminders to them as they play. Staff apply consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children behave well, taking turns and contributing to the welfare of others, as they help to tidy away, at the end of an activity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met