

# Harmony Neighbourhood Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	143725
<b>Inspection date</b>	23/05/2012
<b>Inspector</b>	Elaine Douglas
<b>Setting address</b>	Australia Road, London, W12 7PT
<b>Telephone number</b>	020 8743 2089
<b>Email</b>	manager@harmonynursery.co.uk
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Harmony Neighbourhood Nursery is part of the Randolph Beresford Nursery School and is run by a voluntary management committee. It opened in 2001 and operates from five rooms and an open-plan area in a purpose-built building. Children have access to three secure enclosed outdoor play areas. It is situated in the White City Estate in Shepherds Bush in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 47 children aged from one to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are 17 members of staff. The manager and deputy both hold a degree qualification. The rest of the staff hold a level 3 early years qualification and one is working towards a level 4 qualification. The nursery is funded to provide free early education to children aged two, three and four years. It holds the National Day Nursery Association Quality Assurance scheme award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a highly welcoming and inclusive environment for children. Exemplary staff implement robust procedures to promote children's welfare, learning and development. Overall, children feel secure through an effective key person system, which means they are confident to explore the highly stimulating environment and develop their independence. The partnerships with parents and external agencies are a key strength in supporting children with identified needs and consequently all children make rapid progress. The management team is extremely proactive in driving improvement and they have addressed all recommendations from the last inspection very successfully. Staff and management meticulously evaluate all areas of their practice and continuously seek to improve outcomes for all children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the close personal interaction between key persons and their key children by organising routines to allow them to meet the personal care

needs of each child.

## **The effectiveness of leadership and management of the early years provision**

Staff are extremely vigilant and the premises are closely monitored to safeguard children. All staff receive safeguarding training and have an excellent understanding of the procedures to protect children. Robust recruitment and vetting procedures mean that only suitable adults work with the children. Staff make very effective checks for any hazards so that children are able to move safely and freely around the nursery both indoors and outdoors. Extensive documentation to support children's welfare is in place and the management regularly reviews the policies and procedure. All staff have a first aid qualification and follow stringent health and hygiene procedures.

Managers have a strong ethos that children's learning should be enjoyable and life enhancing. The staff team, parents and children all contribute to the nursery's highly reflective self-evaluation of all aspects of the provision. The management and staff share the highest expectations and recognise that there are always ways to improve. Managers provide in-house training and set very high standards across all areas of practice. They monitor the quality through highly effective observation and supervision of staff. They seek the views of parents and children through using questionnaires and regular consultation. These views form part of the agenda at staff meetings. As a result, informal meetings are now organised when children change rooms, to keep parents involved in the process. Children's feedback has led to the development of the outdoor area and more cooking activities.

Overall, managers deploy staff extremely well to enhance children's care and learning. Staff have designated responsibilities according to their strengths and skills. The environment is extremely well organised both indoors and outdoors, providing children with equal access to the excellent resources. This access and interaction from skilled staff helps to ensure that children remain challenged, stimulated and make excellent progress. Staff provide real life experiences to support children's learning, such as visits to the hairdresser, museum and market.

The nursery actively embraces equality and diversity. It is highly inclusive and the extensive settling-in procedures have a strong impact on children's well-being. Staff develop individual educational plans with parents and outside agencies, to help ensure children with special educational needs and/or disabilities reach their full potential. The diverse staff team provides highly positive role models. Some speak many languages and use sign language, providing excellent support for those children learning English as an additional language. Consequently, the outcomes for all children are extremely positive and their development in relation to their starting points is excellent.

Partnerships with parents and carers are excellent. Parents praise the staff, especially those with children who are learning English as an additional language. The excellent exchange of information means parents, carers and staff are all kept

extremely well informed about every aspect of children's development and well-being. Staff provide workshops and resource boxes for parents, to enable them to continue children's learning at home. Relationships with other professionals and external agencies involved with the children are very well established and highly effective. Staff share reports and learning journeys with other providers to promote a fully shared approach to children's care and learning.

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

Children settle extremely well and are eager to attend. The enabling environment motivates them to learn. They are happy and thoroughly enjoy exploring the resources and taking part in the stimulating activities. Children are highly inquisitive, active learners because staff engage very positively with them, promoting their skills for the future. Children are confidently independent because staff encourage them to do as much as they can for themselves and to be involved in the daily routines. For example, one very young toddler proudly carries the milk to their room.

Staff enhance children's language and communication through outstanding interaction and dedicated small group work. They make excellent use of daily routines to extend children's understanding of mathematics, such as counting how many cups they need at snack. Children develop a love for books because all staff engage children in stories, using props and their own enthusiasm. Older children are proud to show how they are developing their writing skills. Children use an extensive range of technology equipment, including a camera, metal detector and computer.

Access to the natural world excites children. They point out snails and talk about chicks they have seen hatch from eggs. Staff plan social events so that children feel part of their diverse community. They celebrate each other's backgrounds, festivals and cultures. Children use sign language and learn about different ways of communicating. Staff make excellent use of positive praise to raise children's self-esteem and awareness of expectations. Consequently, children's behaviour is exemplary. Older and more able children develop excellent strategies to manage their own positive behaviour. For example, two children ask for a sand timer so that they can share resources equally. Children feel highly valued because staff listen to them, encourage them to listen to others and acknowledge their choices.

Staff are trained to skilfully carry out various methods of observation to plan for the children's different learning needs. Consequently, they meet children's individual needs and interests highly successfully. Babies demonstrate through their body language that they feel extremely safe and secure. They develop very positive attachments to their key person and are confident to explore their surroundings. These attachments have a powerful impact on their well-being. However, the key person does not always carry out their key child's personal care to strengthen their already close relationship. Older children take part in Forest School activities, which challenge their skills fully and enable them to take

appropriate risks in a safe environment. Children learn highly effectively about how to use a range of tools and equipment safely. For example, a toddler sits at a table to use scissors.

Children develop an outstanding awareness of a healthy lifestyle. Staff use topics, such as 'myself' to teach children the function of their body, the importance of hygiene, being active and a healthy diet. For example, one child comments on how the snack of kiwi and milk is good for you. Fresh drinking water is available indoors and outdoors, and children enjoy nutritional meals. Furthermore, the children grow and use their own produce. All children use the gardens every day and enjoy being active, remembering to put their hat on in hot weather.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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