

Harmood Children's Centre

Inspection report for early years provision

Unique reference number

EY337970

Inspection date

13/06/2012

Inspector

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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

Harmond Children's Centre opened in 2007. It operates from a two-storey building in the NW1 area of Camden. The service is managed and organised in partnership with Camden's Early Years Service and Sure Start. It is funded by the London Borough of Camden. It serves the local community and surrounding area. The centre provides a range of services, including a nursery and creche. The nursery is open every weekday for 50 weeks of the year from 8am to 6pm. Children use rooms on both floors. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 82 children may attend at any one time. There are currently 58 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged three and four years. It offers support to children who have special educational needs and/or disabilities and those who learn English as an additional language. The creche is situated on the ground floor and has its own self-contained outdoor play space. It is open each weekday during term time from 9am to 4pm. The creche offers a maximum of 16 places.

The centre employs 30 staff in the nursery. This includes the manager and deputy manager who are supernumerary and five support staff. The majority of staff hold appropriate early years qualifications. One member of staff is a qualified early years teacher and one holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The well-qualified staff embrace the uniqueness of each child and the fully inclusive environment values and nurtures children and their families. Children flourish due to the staff's thorough understanding of their individual needs and, overall, they make excellent progress in their learning and development. Excellent relationships with parents and exceedingly effective links with external agencies and services contribute significantly to ensuring continuity in children's care and learning. The nursery is always striving to improve and as a result ensures the best possible outcomes for 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:

- enhancing the outside area to extend opportunities for older children to access challenging physical play.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by highly effective, regularly reviewed policies and procedures which are rigorously followed by staff. The nursery has robust and rigorous vetting procedures which help to ensure staff's suitability to work with children. Staff benefit from ongoing and through child protection training. This means that they are exceedingly well informed as to how to protect children from harm, know what to do should they have a concern about a child and are fully aware of the reporting procedures within the nursery. They make extensive and thorough risk assessments and comprehensive safety checks in order to maintain an extremely safe environment for children.

Children flourish in the care of the well-qualified and dedicated staff. Staff are eager to develop their skills through the sharing of good practice and frequent internal and external training. They are effectively supported, motivated and monitored by the highly skilled management team. The thoughtfully laid out learning environment is resourced very well with high quality toys and equipment and is rich with symbols, letters and numbers. For example, a wide number of mirrors placed at child height effectively promotes a strong sense of self from a very young age. The extremely effective deployment of staff contributes significantly to children's learning and development and helps to create an inclusive environment for all. Children's diversity is fully embraced by staff who actively use children's home language in their play and learning. Staff provide meaningful experiences and activities which support children to recognise their own unique qualities and those of others. For example, children and their families join together during an International Day, wearing traditional dress and sharing food from their different cultures.

The nursery demonstrates an outstanding commitment to continuous improvement as it strives for excellence. This is achieved through frequent review, reflection, and ongoing evaluation of all aspects of the provision and children's learning. This includes all levels of management, staff, parents, children and other professionals linked to the provision. As a result reflection is truly inclusive and results in well-considered targets to work towards.

Children's experiences are significantly enhanced by the staff's responsive approach to their individual needs and those of their families. Staff carry out home visits which help them find out about children's interests, welfare needs and developmental stages. This contributes extensively to their initial assessment of children's capabilities. Parents are frequently informed of their child's progress and development through informal discussion, regular reports, access to learning profile and frequent planned meetings. The nursery makes extensive use of interpreters to support this exchange of information in parents' home languages. Parents are fully supported and encouraged to play an active role in their children's ongoing learning and development. For example, parents attend monthly coffee mornings and see clear displays that identify children's learning and how they can support this. Parents are exceedingly complimentary about the nursery. Staff also form highly effective partnerships with an extensive range of other carers and

professionals. This promotes a truly shared approach to children's care and learning.

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

Staff provide rich and varied experiences which meet the needs of all children exceedingly well. They make very high quality observations which they use to assess children's progress. They use this information very effectively to guide the planning of activities which are responsive to children's interests and individual learning needs. As a result children make excellent progress. Staff make excellent use of open-ended questioning to encourage children to develop and express their own ideas. Children eagerly work together and demonstrate great perseverance as they manipulate a large parachute in a variety of ways to move different objects. They follow instructions well and demonstrate an excellent understanding of number as they estimate, count and subtract accurately.

Throughout the nursery children initiate activities, explore and express themselves using the extensive range of materials and resources available. They explore change when water is mixed with corn flour and spontaneously express their experiences through mark making and their imaginative play. A wide variety of sensory experiences effectively promotes younger children's understanding of the world around them. Children's interest in living things is promoted extremely well through activities in the outside areas. They grow their own food which promotes their understanding of sustainability and healthy eating. Children throughout the nursery sing enthusiastically and follow rhythms of increasing complexity with their bodies. Staff frequently use Makaton sign language to enhance communication with children. Children's contributions are highly valued and they delight in viewing themselves in the abundant range of photographs that demonstrate their learning through activities. Staff make excellent use of information and communication technology to promote, support and develop children's learning and to help them develop skills for the future.

Children demonstrate very high levels of independence as they spontaneously follow and understand the reasons for good hygiene routines from an early age. They also gain an excellent understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. The majority of children have the opportunity to spontaneously develop their physical skills using challenging equipment throughout the day both inside and outside. However, older children have fewer opportunities for challenging physical play outdoors. Highly effective support from staff promotes children's understanding of the effects of exercise upon their bodies when moving in a wide variety of ways and the need to drink regularly. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, they hold cutlery safely when walking and seek appropriate adult support when negotiating balance beams. Staff make highly effective use of national initiatives such as 'safety week' and visits by the local police and fire brigade to support children's understanding of road safety and hazards in the home. Sensitive and frequent guidance by staff and

highly effective use of props supports children to manage their own behaviour. For example, children spontaneously select sand timers to help them share and use hand signs to stop unwanted behaviour from others. Staff provide positive and enabling role models. As a result children are very respectful to each other and their behaviour is exemplary.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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