

Harmony House Hornchurch

John Rodwell Ltd, 199-209 Hornchurch Road, HORNCHURCH, Essex, RM12 4TJ

Inspection date

19/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children's communication and language development is well supported through staff's effective use of good questioning techniques and allowing children time to think their ideas through.
- Staff have a secure knowledge of the Early Years Foundation Stage and use this so that children enjoy exciting learning opportunities, that cover the seven areas of learning and development.
- Staff use observations and assessment successfully to plan for children's next steps in their learning; therefore children make consistent progress in relation to their starting points.
- Partnerships with parents work well to provide continuity of children's care routines and the two-way flow of information to support their learning and development.
- Children develop a good understanding of the importance of leading healthy lifestyles through healthy, balanced and nutritious meals and snacks.

It is not yet outstanding because

- children are not actively helped to understand what going to school means to support them emotionally through the transition, for example, through role-play, and providing a range of relevant resources.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff interacting and playing with the children.
- The inspector had discussions with staff, children, the management and parents.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, learning journals and planning.
- The inspector discussed and looked at evidence of the suitability and qualifications of practitioners working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Harmony House Nursery registered in 2013. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted warehouse in Hornchurch in the London Borough of Havering. It is run as a Community Interest Company.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications to at least level 3, including the manager who holds Early Years Professional Status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. There are currently 49 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs educational and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's emotional well-being by helping them to move smoothly into school, by, for example, providing opportunities to play with relevant resources and enjoy school-themed role-play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff offer children a broad range of activities, which supports all children well in their learning. Staff observe children at play carefully, and record each child's achievements in their 'learning journals'. Staff assess children's progress weekly, which ensures that they are able to plan appropriate next steps in children's learning and development. Staff continually build on children's emerging interests. For example, staff join in with children playing with play dough and show them how to make spiders and butterflies. Therefore, children have opportunities to learn to use the play dough in a range of different ways. Staff enhance the activity further, by encouraging the children to think about how many legs spiders have and how to attach them to the spider's body.

Staff spend time with parents and children when they first start, this enables staff to find

out about children's routines at home, and their current learning and development levels. Consequently, children settle in easily and are ready to learn through play. This supportive approach helps children to make good progress in relation to their starting points on entry.

Children gather round staff eagerly as some stick insects are introduced to them. The staff talk to the children about what they eat, and suggest that they look for some leaves and twigs over the weekend, which they can put in the tank. This helps children to learn how to care for living creatures. It provides opportunities for the children to develop good observational skills as they look at the insects close up through the clear sides of the tank. During the session, the children go up to the tank, and watch the stick insects exploring their new home. Staff join them and ask children what they think of the stick insects. This provides children with opportunities to talk about the stick insects and think about what conditions they will need to live in.

Staff share information with parents about their children's day and any learning or development achievements through daily verbal feedback. The parents are able to see their children's learning journals regularly, which keeps them informed as to what their children can do. Parents add their comments as to any learning that they have seen at home; this aids staff when planning for children's next steps. Staff have systems in place to assess children's progress between the ages of two and three, this means that staff are able to identify early on any concerns in a child's learning or development. Key persons work closely together during the day, supporting children as they move between activities, this helps children to enjoy learning through play. In addition, staff make good use of effective questioning techniques to extend children's learning as they play alongside children. For example, as staff and children play with a dolls house, staff ask what rooms various pieces of furniture should go in and what happens in those rooms. This encourages children to talk about their own homes and share experiences with their friends and staff.

Staff support children's language and communication skills well across the nursery. Good information sharing between key persons and parents means that children who speak English as an additional language are well supported. Staff learn words in children's home languages, and have dual language books to further support any child who speaks additional languages.

Children enjoy playing with a wide range of resources and equipment. All resources are easily accessible to children from low-level storage units and trolleys. This enables children to move and combine resources to actively learn through play and exploration. Children currently do not have an outside area to play in. However, the nursery has negotiated some outdoor play space from the school next door and fencing is about to be erected over the coming week. This will provide children with an enclosed outdoor play space, which will enable them to develop their physical skills and enjoy the fresh air. Staff ensure that children have opportunities to enjoy fresh air through trips out into the local environment. The large open-plan play space indoors enables children to develop their physical skills through ball games, circle games and yoga sessions.

The contribution of the early years provision to the well-being of children

Staff nurture children's well-being through effective provision for personal, social and emotional development. The key person system helps children to develop feelings of security and provides a special person to give support and reassurance when needed. Children separate from their parents easily, running up to staff to say 'hello' and enjoy cuddles. Therefore, as children are happy and settled, they are ready to enjoy their learning.

Children behave well in the setting, as staff consistently use clear rules and gentle reminders to help children manage their own behaviour. Children respond to staff politely, as staff model the use of good manners when talking to each other and the children. For example, children wait until other children have finished talking before putting forward their own ideas or comments. Effective use of staff ensures that children are well-supported in all activities and have their individual needs met. Children develop a good understanding of the importance of healthy, balanced and nutritious meals and snacks. They enjoy a range of freshly cooked meals, prepared at the provider's other nursery and brought in daily. Children tuck into meals such as lasagne or fish cakes. Once a week there is only a vegetarian meal, which means that all children share the same meal and are given the opportunity to experience dishes that they may not normally choose to eat. Child-height toilets and sinks enable children to learn how to take care of their own personal hygiene needs, which helps them develop the skills needed when they go to school.

The staff have made effective links with the school next door, which some of the children will go to when they reach school age. This enables children to meet their teachers in familiar surroundings. However, other opportunities to further support children who will be moving on to school are not fully considered. For example, helping children to become familiar with school uniforms and other resources through role-play or other activities is overlooked. Staff have links with professionals, such as speech and language therapists and the local authority childcare development worker. This enables the staff to seek support or guidance if they have any concerns about a child in their care. Therefore, all children make consistent progress in relation to their starting points and are ready for the next stage in their learning or their move to school.

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

The management team ensures good implementation of the safeguarding and welfare requirements of the Statutory Framework to the Early Years Foundation Stage. The management team and staff spent time prior to the nursery opening ensuring that all staff were familiar with all the policies and procedures required for the smooth running of the setting. Therefore, staff have a clear understanding of their responsibilities in

implementing safeguarding policies and the procedures they should take if they have any concerns about a child. Tight security measures, including a keypad entry system means that only known parents are able to enter the nursery. In addition, other areas of the nursery such as the kitchen and staff areas are only accessible via key fobs, which means that staff know where the children are at all times. Recruitment procedures are rigorous and robust, which means that all staff complete all the necessary checks to ensure that they are suitable to be working with children. Clear risk assessment and through daily checks of the nursery ensure that the nursery is safe for the children who attend.

The management team understand their responsibilities for implementing the learning and development requirements, which they do well. Children of all ages receive good support as regular monitoring checks on children's learning journeys enables staff to identify children's current stages of learning and development. Consequently, children enjoy their learning, as activities are interesting and are relevant to them.

The management team have in place good systems to evaluate the provision. Parents and staff are able to put forward their views through verbal discussions. This enables the management to put in place plans for the continuous improvement of the nursery and which respond to the views of the staff and parents. Current areas for improvement is completing the outdoor play area and developing children's independence at mealtimes.

Staff have regular supervisions and appraisals, which means that they opportunities to request any additional training that they feel would help them. Supervisions are used well to support staff who are in need of extra support. Therefore, staff are highly motivated, clearly enjoying their jobs, as they are constantly enthusiastic, and take every opportunity to extend children's learning.

Partnerships with parents are positive and support children's learning and development well. Parents comment that their children are very happy and that they have settled in easily. Parents like the range of information that they receive about the nursery and their children's learning. This helps parents to support children's learning and development at home, which supports all children to make good progress towards the early learning goals and the next stages in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY443699
Local authority	Havering
Inspection number	900618
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	49
Name of provider	Harmony House Dagenham CIC
Date of previous inspection	not applicable
Telephone number	0

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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