

# Harmony House Hornchurch

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<b>Inspection date</b>	25/11/2013
Previous inspection date	19/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children choose their play from a spacious, well-equipped hall where they have room to enjoy their games, particularly when engaging in imaginative play.
- Children combine toys from different areas which means they can enhance their play by experimenting and exploring.
- Partnerships with parents work well to support continuity with children's care routines and to share information on children's learning and development.

### It is not yet good because

- The manager has not effectively reviewed the behaviour management practice to ensure that all staff are aware of the policy and implement it consistently.
- Staff do not plan daily outdoor play for children. This does not meet their need well and is a breach of requirements.
- Children become distracted during story and group times because the size of the group is too big and the children have different levels of concentration.

## 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 conducted a joint observation with the manager.
- The inspector observed activities in the hall.
- The inspector sampled documentation including children's development records, staff files and policies.
- The inspector spoke to staff, children and parents.

## Inspector

Lesley Hodges

## 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 ten members of childcare staff including the lunch time cover. Of these, five 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 7am until 6pm. There are currently 74 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 learn English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a behaviour management policy is implemented at all times by ensuring that staff have the necessary knowledge and skills
- ensure that outdoor activities are planned and taken on a daily basis.

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

- review story and group times to ensure that all children receive a good learning experience at these times.

## Inspection judgements

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

The nursery is bright and spacious. Children generally enter happily and choose from the wide range of activities on offer. Older children particularly enjoy role play activities as there is plenty of space to extend their games. Children pretend to go swimming and shopping and combine different toys to develop their imaginative and creative skills. Children learn about caring for other creatures as the nursery has a hamster and fish for them to observe. Children play with large leaves in a tray and enjoy feeling the different textures. Staff provide activities to cover all seven areas of learning. They introduce mathematical language into play and routines so that children can learn to use numbers for a purpose. For example, children join in with counting the cups at lunch time to make

sure they have enough for the number of children at the table.

The manager and staff have a sound understanding of the learning and development requirements and how children learn. Staff support children's language development suitably. They use questioning techniques to help children think about their play and help them to use different vocabulary. For example, staff ask children about their construction activities and where they are going to place their bricks to make their models. Staff take time to listen to children during play and this helps to develop their confidence. Children can choose to look at books when they wish to but the main story and whole group session is organised for all children present. This means that there is a large group of children of different ages and learning opportunities such as talking about days of the week are lost as children are easily distracted.

Staff spend time with parents when children start at the nursery to gather information about children. Parents provide information on children's backgrounds and this helps staff to begin their planning for children's individual needs. Parents and key persons share information after children have settled in to the nursery. They agree the observations staff have made as they share this information during pre-arranged meetings. Staff use this information and their own observations to plan activities for children which are based on children's interests and learning styles. Staff make observations regularly and link them to levels of children's development so that they can assess children's progress over time.

Children who are learning English as an additional language are supported well as staff value their home languages. The manager understands the importance of continuing home languages in the nursery. She promotes this by learning key words in children's home languages so that she, and other staff members, can help children become familiar with routines. This approach helps children to develop their confidence when they are new. Staff complete the progress check for two year old children which they share with parents. These checks are detailed and suitably cover the areas of learning and enable parents to be involved in their children's learning.

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

Staff support children's self-esteem and sense of belonging by displaying their work around the nursery. Children have their own coat pegs with their names and this further promotes a sense of belonging. Staff encourage children to think about safety issues in the setting. For example, they explain why radiator guards are in place. This develops children's awareness of potential dangers and how accidents can be prevented. Staff promote children's health with nutritious snacks and meals. They are aware of children's dietary requirements and preferences and lunch time arrangements are flexible to accommodate these individual needs. Plans for an outdoor play area have been delayed and the manager and provider have been striving to make this available for the children to use. In the absence of this area, however, the manager does not plan daily outside activities for the children and this is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This also does not support the needs of children who prefer to play outside, well.

Staff encourage children's independence well. Children choose freely from the range of activities available to suit their preferences. Children eagerly join in hand washing routines before they eat their lunch. When asked, they explain to staff that they might have germs on their hands so they need to wash them before they eat. This demonstrates that children are learning about hygiene procedures because staff explain them clearly.

Most children from the nursery move on to the nearby school. Staff from the school liaise with nursery staff and visit the nursery to meet the children before they start school to prepare them for the move. Staff work with all children in a range of ways to support them at this time. For example, they introduce school uniform and lunch boxes into role play equipment so that children can play games which are based on starting school.

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

This inspection took place as a result of concerns raised to Ofsted regarding the correct implementation of the behaviour management policy following an incident at the nursery. The provider followed the correct procedures to notify Ofsted of this incident and has thoroughly investigated the concern. However, the manager has not made arrangements to review the policy with staff to ensure that all staff are fully aware of appropriate behaviour management procedures. Overall children's behaviour is good. Staff remind children about sharing and taking turns with toys as they play. They gently remind older children to be aware of the needs of the younger children and encourage them to show the younger children what they are doing. This approach supports a friendly environment for all children.

The manager has recently attended safeguarding training and all staff understand procedures to follow if they have concerns about a child in their care. They know procedures to follow if there is an allegation against a member of staff and follow procedures for the safe use of mobile phones. The manager provides staff with all relevant information about who to contact about safeguarding matters and discusses procedures with staff during regular meetings. The safeguarding policy includes all required elements. Recruitment procedures are robust and ensure that the suitability of all staff is checked before they begin working with children.

Partnerships with parents are positive and support children's learning and development well. Parents comment that they receive detailed feedback about their child's daily activities and can talk to staff if they have any concerns. Staff and parents share details of children's development at meetings and during informal chats at the beginning and end of the day. Parents particularly like the large play space available for children and the friendliness of staff. Wider partnerships are forged with other professionals such as speech and language therapists. For example, staff monitor children's development and make referrals for additional support if required. There are good links with the nearby school and the manager has plans to make further links with other local schools as necessary.

The manager has completed a development plan to highlight areas for improvements to the nursery. She is keen to involve staff in further training so that they can monitor children's engagement in activities. The manager has developed a system to monitor children's learning. She uses information on children's development to ensure that staff are providing activities to cover all areas of learning. She also reviews this information to ensure that all staff have made accurate observations of children's progress. These actions demonstrate a commitment to continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that a behaviour management policy is implemented at all times by ensuring that staff have the necessary knowledge and skills.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY443699
<b>Local authority</b>	Havering
<b>Inspection number</b>	941402
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Harmony House Dagenham CIC
<b>Date of previous inspection</b>	19/07/2013
<b>Telephone number</b>	01708 444511

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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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