

Harmony House Hornchurch

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Inspection date	20/11/2014
Previous inspection date	25/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff ensure that children settle well and work hard to build strong bonds with children that help them to feel safe and secure. Staff understand how to promote positive behaviour and set realistic boundaries and children behave well.
- Staff provide a good range of interesting activities that challenge the children in their learning. The quality of teaching is good and consistent across the staff team.
- Children with special educational needs progress well in their development as staff employ strategies to ensure that any gaps in their learning are quickly closing.
- Staff ensure that all babies and children are protected from harm as they demonstrate a good understanding of safeguarding and child protection.
- Partnerships with parents, and other professionals who work with the children, are strong.

It is not yet outstanding because

- Although staff promote healthy eating, the menu does not always reflect this and staff do not use imaginative ways to help children to learn to eat healthily.
- The garden is very muddy underfoot during the autumn and this makes children's play messy and uncomfortable.

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 children engaged in activities indoors and outdoors.
- The inspector spoke with the provider, manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents including policies and procedures, staff suitability records, risk assessments and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

Harmony House Nursery registered in 2013. It 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 10 members of childcare staff. Of these, six hold early years qualifications at level 3, one member of staff is qualified at level 2 and two staff are unqualified. The manager holds Early Years Professional Status. Children have access to a large, open-plan room, divided for babies and toddlers, toilets and an enclosed area for outdoor play. The nursery opens Monday to Friday from 7am until 6pm all year round. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities, and children who learn English as an additional language.

What the setting needs to do to improve further

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

- encourage children to eat more healthily, for example, by providing fresh fruit and vegetables with all snacks and meals
- identify and develop ways to enrich the outdoor learning environment, in all weather, to support children's play and learning.

Inspection judgements

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

Babies and children progress well in their development and learning because staff have a secure knowledge of the Early Years Foundation Stage, and the quality of the teaching is good. Staff understand how young children learn and they provide challenging activities to motivate them and provide enjoyment. Staff ensure that children's interests and preferences are incorporated into their planning to help children to become enthusiastic learners. Parents provide information about their children's abilities on entry to the nursery to enable staff to plan for their development from the beginning. Staff monitor children's progress through the use of effective observations and assessments. They keep clear records of these assessments, which they share with parents to ensure that any gaps in children's learning are quickly closed, and all children make good progress. Staff make sure there is a good balance of adult-led and child-initiated learning experiences indoors and outdoors across all the areas of learning.

All babies and children make good progress in their communication and language skills because staff employ strategies that encourage children to learn. For example, they use sign language, picture cards and objects to help children to understand their meaning. Staff talk to children as they play and introduce new words to describe their playthings. Staff use simple questioning techniques and they make sure they give children time to answer. This supports their thinking processes and gives them confidence to speak. Babies have access to resources that promote their learning in the prime areas. For example, they are intrigued to explore a board of everyday objects carefully handmade by a member of staff. The babies press switches and buttons, turn on lights and sound bells and hooters. This supports their physical development and engages their senses of touch, sight and hearing. Staff talk and sing to babies to promote their language development and they use picture cards to aid communication.

Children with special educational needs make good progress in their learning and development because staff work with other professionals and parents to develop strategies to support them. Staff read books, sing songs and use the computer to teach children to count and recognise numbers. Staff promote children's physical development indoors and outdoors. Staff play popular music to encourage children to participate in exercise and dance. They use the outdoor area for balancing and climbing. Children learn about the world as they collect the fallen leaves for a creative project and spread them out to dry. Staff talk to the children about the colours and ask them questions to help them think about why they fall from the trees. They find a worm in the mud and staff teach them to treat it kindly as they watch it wriggle away. Children learn the skills they will need when they move on to school as staff teach them to hold a pencil correctly and form the letters in their names.

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

Babies and children settle well because staff understand their feelings and know how to comfort them. Staff help children to form close and strong attachments to their key persons and other staff. Babies and children are confident, friendly and content. They welcome visitors to the nursery and invite them to join in their play. Children's behaviour is good because staff use lots of praise and encouragement. They have boundaries and rules, which they discuss with children every day to ensure that children understand them. Staff are good role models and they teach children to be kind and helpful to each other. Staff playfully support children in their role play and encourage them to use their imagination. For example, staff participate fully as children pretend to wash and style their hair in a make-believe hairdressing salon. This activity encourages children to take on different roles and work in cooperation with each other. They learn to take turns and share the resources. Play resources are of good quality and easily available for children to choose.

Babies and children learn to be independent as staff encourage them to zip up their own coats and put on their own boots for playing outside. Children go outside to play in the fresh air several times each day. The outdoor area is enclosed and secure. It contains

resources that cover all the areas of learning. However, the ground is very muddy in the autumn and slippery with leaves, and this hampers children's enjoyment as they play.

Children have opportunities to learn about different religions and cultures as positive images of a variety of people adorn the walls. There are labels bearing words and pictures about religious buildings and objects that children can take from the walls to examine. This helps children become aware of the diversity of the world around them and helps them learn to respect and understand other cultures. Staff promote healthy food by displaying posters and by providing a varied menu. However, fruit and vegetables are not available at every snack and mealtime and this does not give a positive message about healthy eating to all children.

Staff ensure that children are safe in the nursery by carrying out daily risk assessments of their play environment. They teach children to keep themselves safe by reminding them to be careful where they walk in the garden to prevent them from slipping. Children's safety is of high importance to the management team and staff. All visitors are required to sign in and out, doors are locked and only staff are allowed to open them. Children are always within sight or hearing of staff who supervise them well. Staff keep good records of accidents, and any medication administered. The manager analyses accidents to find out if there is a reason behind them, and makes changes if necessary. Children with specific dietary needs are protected as staff are careful to ensure they do not provide food that those children must avoid. Children learn the importance of washing their hands before eating and after using the bathroom. Nappy changing is hygienic and discreet. Children learn to use the bathroom independently according to their age and stage of development. Staff ensure that children gain the confidence they need when it is time for them to move to another setting or school.

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

The manager supports the staff and monitors their practice to drive improvement in their practice and in the quality of the provision for children. She monitors the effectiveness of the educational programmes by spending time in the rooms every day. The manager also carries out spot checks on children's developmental records and formally tracks their progress twice a year. Planning is reviewed to ensure that all children's needs are effectively met. Staff meet together regularly to discuss planned activities and share good practice.

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are appropriately qualified and undertake regular training to ensure their continuous professional development. Recent training undertaken includes safeguarding and behaviour management. The manager ensures that all essential documentation for the safe and efficient management of the nursery is reviewed and up to date. The safeguarding and behaviour policies contain all the necessary information and they are available in the nursery for parents and staff to view. There is a strict policy on the use of mobile telephones and cameras, to ensure staff protect children.

All staff are trained in first aid and they carry out regular fire drills with the children. This means that staff are well prepared to deal with emergencies should they occur. Recruitment of staff is rigorous in ensuring the suitability of staff. All staff are subject to Disclosure and Barring Service checks and the management team see that staff ratios are maintained. The manager and staff track children's developmental progress to ensure that any gaps in children's learning are quickly closed. Staff work closely with other professionals who offer support and information, and help staff to develop their skills and practice.

Partnerships with parents are strong. Parents are encouraged to provide information about children's experiences at home and staff write these on labels to hang from a special tree. This helps children to understand that their home experiences are valued and promotes their self-esteem. Key persons meet with parents frequently to discuss children's progress. The manager invites parents to give their views by sending out questionnaires. Parents speak highly of the nursery and say they cannot praise staff enough. Parents know they are welcome in the nursery to speak to the manager or key persons if they have any concerns or want to talk about their children's development.

The management team and staff work together to evaluate the educational programmes and the overall management of the nursery. Continuous self-evaluation identifies its strengths and weaknesses and sets targets for improvement. The management team has clear ideas for future improvements to the nursery and encourage parents and children to contribute their views. The management team has addressed all previous recommendations and have made considerable improvements to the nursery since the last inspection. They have built strong links with local schools. They prepare children well for school and have received positive feedback from teachers about the progress of the children who went to school last term.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	973998
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	82
Name of provider	Harmony House Dagenham CIC
Date of previous inspection	25/11/2013
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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