

Harmony House Childhood Centre



Baden Powell Close, Goresbrook Road, Dagenham, Essex, RM9 6XN

Inspection date 30 July 2015
Previous inspection date 26 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff understand how to implement the setting's behaviour management procedures well. This means children receive inconsistent messages about what staff expect from them. This breach relates to the associated requirements of the Childcare Register.
- Staff do not always use resources effectively to extend children's interest in literacy in all environments, particularly for those children who enjoy spending time outdoors.
- At times, senior staff miss opportunities to fully share their knowledge and expertise with all staff, particularly after attending specific training on ways to promote children's communication skills, to further improve good practice.

It has the following strengths

- Staff provide good opportunities to extend children's learning, particularly in the toddler room and during group times. Consequently, staff engage children fully during story and song times, using a range of interesting approaches to make the sessions enjoyable.
- Leaders ensure all staff have a suitable understanding of safeguarding policies and procedures. Staff understand the signs and symptoms of when a child may be at risk of harm and know who to contact if they have a concern.
- Staff make careful observations of all children, including those with special educational needs and/or disabilities and, overall, know children well. Staff generally work well as a team to plan for the next steps in children's learning.
- Staff establish sound partnerships with parents. Staff keep parents well informed about children's day-to-day activities, including their care routines and progress.

What the setting needs to do to improve further

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

- ensure that all staff understand how to implement the setting's behaviour management procedures and that they provide children with consistent messages of what is expected from them.

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

- extend the range of resources for literacy in all environments, in particular for those children who enjoy learning outdoors, to aid their learning further
- work together as a staff team to consistently share good practice and knowledge, in particular on ways to develop children's communication skills further.

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

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

Inspection activities

- The inspector carried out a joint observation with the manager and the deputy manager.
- The inspector spoke with children, parents, staff and managers at appropriate times during the inspection.
- The inspector observed children as they took part in planned and spontaneous play, group sessions and daily routines.
- The inspector sampled documentation, including staff files, policies and children's development folders.

Inspector

Lesley Hodges

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a stimulating learning environment for children and teaching is good. Older children enjoy engaging in role-play scenarios, exploring with the sand and cooking resources. As children play cooperatively together, staff skilfully extend their learning by introducing mathematical concepts, such as counting and measuring, and encourage children to identify numbers as they set the dial on the play oven. Older children learn to recognise and write their names on their pictures, which helps to promote their early writing skills. These activities and routines help all children to prepare for the next stages of their learning. Staff make accurate observations of children's progress and use this information well to plan for their learning. They monitor children's progress well and the management team supports them in this to ensure that all children are making good progress. A range of different print is available for children in the nursery rooms to promote their early reading skills; however, staff do not always extend opportunities for children to explore literacy fully in all environments, particularly outdoors.

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

Most staff demonstrate a suitable understanding of behaviour management. However, there are some inconsistencies in staff practice in the way they address challenging behaviour, especially for younger children, to meet their needs fully. Despite this, children demonstrate that they are happy and feel secure in the setting, and have made close bonds with staff. They enjoy playing with a wide variety of resources in the outdoor areas. Staff provide children with nutritious snacks which contribute to their physical health and older children enjoy talking about the benefits of different fruits at snack time. Children of all ages are learning to manage their care needs, such as washing their hands and serving food. Older children explain that they need to wash their hands before snacks as they have germs on them, thus demonstrating a suitable understanding of hygiene practices.

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

Leaders have a suitable understanding of the requirements of the Early Years Foundation Stage. They review staff performance overall; however, this process is not always thorough due to gaps in staff knowledge about managing children's behaviour. Nevertheless, staff do benefit from regular observations, appraisals and supervision meetings to help identify areas for improvement. Leaders take a responsible and measured approach to incidents in the setting and plan for training, when necessary. Senior staff benefit from attending specific training, such as ways to promote children's communication skills. However, this knowledge is not always fully shared with all staff to improve further outcomes for children. Managers work well with outside agencies to review the setting. They have addressed the recommendations made at the last inspection.

Setting details

Unique reference number	100224
Local authority	Barking & Dagenham
Inspection number	839032
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	43
Name of provider	The Sacred Hearts Sisters 1983 Charitable Fund
Date of previous inspection	26 January 2011
Telephone number	020 8526 8201 or 020 8526 8200

Harmony House Childhood Centre registered in 1993 and is managed by trustees of the Sacred Hearts Sisters Charitable Fund. The centre is open each weekday from 8am to 6pm for 51 weeks of the year. The provider employs 19 members of staff, 18 of whom hold appropriate early years qualifications. The provider receives funding for the provision of free early education for children aged two, three and four years.

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.

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