

# Harmood Children's Centre

Harmood Community Centre, 1 Forge Place, London, NW1 8DQ



## Inspection date

8 April 2016

Previous inspection date

13 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are good. They are kept well informed of their child's learning and progress. Staff offer parents ideas for activities to try at home which further support their child's development.
- The well-qualified staff provide activities and small-group sessions which incorporate children's next steps in learning and any specific targets that are set. Children fully engage in the wide variety of activities that is challenging and captures their interest.
- The key-person system works well. Staff build good relationships with the children. This supports children to settle in quickly when they first start at the centre, and helps them to develop their confidence and self-esteem.
- Older children are given many opportunities to develop their literacy skills. They choose their name card and find an object that starts with the first letter of their name. They learn to break down the sounds of letters, starting with the familiar ones in their names.
- The manager and staff effectively monitor the progress of different groups of children to swiftly identify and address any gaps which many emerge in learning.

### It is not yet outstanding because:

- Systems for monitoring staff practice are not yet rigorous enough to raise the already good quality of teaching and learning to an even higher level.
- Some staff are not consistent in their approach to helping children adapt or change activities when play becomes energetic.

## What the setting needs to do to improve further

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

- use supervision arrangements more precisely, enhancing all staff's skills and improving teaching
- help staff to become more consistent in their approach when supporting children as they learn, in order to adjust their behaviour to different situations when their play becomes energetic.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a joint observation with the children's centre manager.
- The inspector held a meeting with the children's centre manager at an appropriate time during the inspection. The inspector looked at relevant documentation, such as, the children's centre's self-evaluation, evidence of the suitability and qualifications of staff and a selection of policies and the children's learning records.
- The inspector spoke to parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures to follow if they have a concern regarding the safety or welfare of a child. The management team reflects on the centre's practice and the care delivered. The views of parents, staff and children are taken into account when areas for improvement are identified. The staff work closely with other professionals to support children's needs. This contributes to the good progress that children make, including children who speak English as an additional language, and children who have special educational needs and/or disabilities. The management team makes effective use of information gathered from different groups of children, in order to evaluate their progress. This ensures that any weaknesses are identified and quickly targeted with further support.

### Quality of teaching, learning and assessment is good

Staff use precise observation, assessments and planning to record children's achievements and progress. Children's creative skills are developing through inspiring activities, such as when they make puppets with wooden spoons and use a range of creative materials. Staff use activities and the daily routine to encourage children's mathematical development. Children count and recognise the number of coloured bears that match with their chosen number. They are fascinated when watching differently sized snails, worms and woodlice they have collected and view them through magnifying tubs. Children's language and communication skills are fully supported by staff modelling language, using questioning and providing a narrative for children about what they are doing.

### Personal development, behaviour and welfare are good

Staff encourage children's independence skills. Children learn to wash their hands and help set the tables for mealtimes. Children have many opportunities for exercise and enjoy using the centre's wide range of equipment, including, climbing frames, balancing beams, the climbing wall and a range of push and ride-on toys. Children have many opportunities to learn about living a healthy lifestyle. They have plenty of opportunities for exercise during outings and trips to the local park, outdoor market and library. Children learn to take turns and share in small-group sessions. They take part in activities, food tasting sessions, and listening to stories, which supports their learning about each other's cultures. Children learn to respect one another through the example set by staff.

### Outcomes for children are good

All children are making good progress in their learning from their starting points. They are well prepared for their next stage in learning and for moving on to school. Children enjoy making and tasting their own fruit smoothies with fruit they purchase at the shops. Children enjoy the experience of watering the plants and herbs using their watering cans. These activities support children's growing understanding of the world around them. Staff support children in problem solving and in developing their memory, such as during a game of animal lotto. They match the pictures while recalling where they last saw the same image.

## Setting details

<b>Unique reference number</b>	EY337970
<b>Local authority</b>	Camden
<b>Inspection number</b>	1024296
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	66
<b>Name of provider</b>	London Borough of Camden
<b>Date of previous inspection</b>	13 June 2012
<b>Telephone number</b>	0207 974 8961

Harmood Children's Centre was registered in 2006. The centre employs 25 members of childcare staff, most of whom hold appropriate early years qualifications at level 3 and above. The centre opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am until 6pm. The centre provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

