

Childhood Centre, Harmony House

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



Inspection date

13 July 2016

Previous inspection date

30 July 2015

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

- The manager and deputy manager lead staff well to develop their practice and improve the provision. Since the last inspection, staff have developed a consistent and positive approach to support children's good behaviour. They share their expectations with children and show them how to behave appropriately with their friends.
- Staff form caring relationships with children. Effective emotional support helps children progress smoothly to the next stage of learning when they move to a new age group.
- Children make good progress from their starting points. Staff use a wide range of strategies to support children to develop secure language and communication skills.
- Children benefit from good partnerships between staff and parents. They update each other about what children know and can do, and staff offer ideas to parents to support children's learning at home.
- The manager evaluates staff practice well. She recognises strengths, identifies areas to develop accurately and takes action to improve teaching and children's outcomes.

It is not yet outstanding because:

- Staff who jointly care for children do not always share information as effectively as possible to ensure they support these children to achieve at the highest level.
- On occasion, staff do not organise small-group activities to precisely match the stage of development of younger children to further their involvement and enjoyment.

What the setting needs to do to improve further

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

- build further on communication between staff, in particular where the care of a child is shared, to ensure they provide the highest level of support for children's learning at all times
- improve the organisation of small-group activities for younger children to fully reflect their interests and stage of development.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment folders.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day.
- The inspector and the manager undertook a joint observation of a teaching activity.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to encourage their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager seeks the views of others, such as parents, to help her make positive changes to the nursery. The manager and deputy manager monitor staff performance effectively and provide opportunities for staff to develop their skills. For example, after attending training linked to literacy, staff changed their practice to enhance children's interest in words and writing. They display text that interests children throughout the learning environment and added different resources, such as magazines, that children enjoy. Well-planned and targeted use of additional funding improves children's experiences and outcomes.

Quality of teaching, learning and assessment is good

Children play in a welcoming environment and concentrate well. Staff support and extend children's thinking skills effectively, for example, while encouraging them to talk about their drawings and share their ideas. Staff use hand gestures and 'sign' symbols while talking to children to contribute to their understanding of language. Children enjoy creative activities, including painting, and learn how to hold and use their paint brushes with control. Staff generally know their key children well. They make regular and effective observations of what children know and can do, and usually plan suitably challenging activities to support their learning. Staff teach children about the world and help them to understand growth and change in living things.

Personal development, behaviour and welfare are good

Children are happy and secure. Staff act as good role models to help children understand how to keep themselves safe. For example, they show children how to play carefully at the water tray, and teach them how to move around the setting responsibly. Children eat nutritious foods and learn how to be healthy. Children play with resources that reflect and value their backgrounds and experiences, and learn to respect similarities and differences. For example, they are proud to use family photographs on display to greet each other's families and share in a range of cultural celebrations.

Outcomes for children are good

All children, including those learning English as an additional language and those with special educational needs, develop skills that support their next stage of learning. They are independent, motivated learners who communicate well with others. Younger children develop good physical skills. For example, toddlers develop their hand-muscle control as they roll toy cars along the floor. Older children recognise and write their name and learn skills needed in readiness for their move to school.

Setting details

Unique reference number	100224
Local authority	Barking & Dagenham
Inspection number	1023667
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	79
Number of children on roll	126
Name of registered person	The Sacred Hearts Sisters 1983 Charitable Fund
Registered person unique reference number	RP527789
Date of previous inspection	30 July 2015
Telephone number	020 8526 8200

Harmony House Childhood Centre registered in 1993. It is located in Dagenham, within the London Borough of Barking and Dagenham. The centre is open each weekday from 8am to 6pm, for 51 weeks of the year. The provider employs 17 members of staff; of whom, 16 hold appropriate early years qualifications. The provision provides funded early years education for children aged two, three and four years old, and is in receipt of early years pupil premium funding.

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