

# Harmony Creche at account3

3 Birkbeck Street, London, E2 6JY



## Inspection date

16 May 2017

## Previous inspection date

18 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is experienced and well organised. She monitors the quality of teaching and learning well. She supports staff to continue their professional development, for example, through regular supervisory sessions and access to further training. Staff value her advice and guidance, which helps them to improve their practice.
- Staff support children's communication skills effectively. For example, they simplify language and use questioning to check children's understanding. Children, including those learning English as an additional language, develop a secure command of English and become confident and effective communicators.
- Partnerships with parents are good. Parents feel that information is effectively shared to support their children's care and welfare needs. For example, parents and staff work together to help children develop healthy eating habits.
- Children acquire a range of skills to support the next stages in their learning. For example, they learn about counting and calculating as they sing number rhymes.

### It is not yet outstanding because:

- Staff do not use every opportunity to promote children's learning outdoors, so children sometimes miss out on opportunities to explore their ideas and interests in ways that they enjoy.
- Occasionally, staff do not provide clear and consistent messages to help children build upon their understanding of what is expected of them.

## What the setting needs to do to improve further

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

- improve the provision for outdoor play so that children enjoy a wider range of experiences and learning opportunities outdoors each day
- provide clear and consistent guidance for children about what is expected of them, to help them build upon positive patterns of behaviour.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with a sample of parents. She considered their views along with written feedback from parents.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the correct steps to take should they have concerns about the safety or welfare of children. Staff implement what they have learned from training to benefit children. For example, food-safety training has contributed to robust procedures around mealtimes, which help to keep children safe and healthy. The manager makes effective use of self-evaluation to highlight the strengths and weaknesses of the provision. She considers the views of staff and parents and the needs of children when planning improvements. For example, adjustable furniture was recently purchased, allowing smaller children to access table-top activities more comfortably.

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

Staff make regular observations and assessments of children's progress. They use this information successfully to plan for their future learning. Staff understand how children learn and are skilled in adapting activities so that they interest and challenge children of different abilities. Effective partnerships with other professionals help to support the best learning outcomes for all children. Children explore resources and use them in imaginative ways. For instance, they learned about the colours and textures of materials as they created models and collages of caterpillars. Children develop a secure understanding of sizes and measurements. For example, they compare the weight of different sized buckets as they fill these with sand. Staff support this well by introducing words, such as 'heavier' and 'lighter'.

### Personal development, behaviour and welfare are good

Children form secure bonds with staff. They benefit from frequent praise and reassurance, which helps them to develop high levels of self-confidence and motivation. Children learn to recognise risks and take steps to keep themselves safe. For example, on a trip to the park older children are conscious of the dangers of traffic and identify where it is safe to cross the road. Staff help children to understand the importance of good hygiene routines. For instance, children learn how to wash and prepare fruits and vegetables so that they are safe to eat. Children enjoy choosing from a good range of activities and resources indoors. Their behaviour is generally good.

### Outcomes for children are good

Children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress from their different starting points, consistently building upon their individual skills and abilities. Children become independent, for instance, as they learn to manage personal skills, such as changing their footwear. Older children are well prepared for school. For example, they learn how to recognise the letters in their names and enjoy opportunities to practise mark making.

## Setting details

<b>Unique reference number</b>	EY398307
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1094017
<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>	1 - 3
<b>Total number of places</b>	45
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Account3 Ltd.
<b>Registered person unique reference number</b>	RP902421
<b>Date of previous inspection</b>	18 May 2015
<b>Telephone number</b>	02077397720

Harmony Creche at account3 is situated within the London Borough of Tower Hamlets. It was re-registered in 2009 following a refurbishment of the building. The setting is open each weekday, from 8.30am until 6.30pm, for 51 weeks a year, providing sessional or full-day care. The creche employs 11 members of staff. All staff hold an appropriate childcare qualification at level 2 or 3. The setting provides funded early education for children aged two, three and four years.

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