

Harmony House Hornchurch

Rodwell House, 199-209 Hornchurch Road, Hornchurch, Essex, RM12 4TJ



Inspection date

13 March 2018

Previous inspection date

20 November 2014

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

- Staff quickly identify areas where children need additional support to help to close any gaps in their learning. This leads to targeted activities, such as working one-to-one with children who speak English as an additional language.
- The quality of teaching is good overall and children make good progress from their starting points, including children who have special educational needs and/or disabilities who receive targeted support.
- Staff place a strong focus on promoting children's communication and language, and listening and attention skills in readiness for school.
- Parents and their children are warmly welcomed and staff make time to speak to parents and keep them informed about their children's care and achievements.
- Staff know their assigned key children and prioritise supporting their emotional well-being. They provide a relaxed approach and children enjoy their time at nursery.
- Staff place a good focus on teaching children about diversity and differences.

It is not yet outstanding because:

- The manager and staff do not make the best possible use of the information gained from children's assessments to help children to make high rates of progress, in particular, in some aspects of their mathematical development.
- The manager does not use highly effective monitoring systems to help her to evaluate the impact of staff practice, to help to raise the quality of teaching and experiences to an exceptional level.

What the setting needs to do to improve further

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

- use the information gathered from children's assessments to help to monitor children's progress and plan very precisely to help children to make the best possible progress, in particular, in their mathematical development
- use highly effective monitoring systems to help to evaluate the impact of staff practice and use of available resources, to help to raise the quality of teaching and experiences to an exceptional level.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and a member of the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, a new manager has been appointed and she is supported well by the senior leadership team to help her to identify further areas for development. There are clear action plans in place to build on the good practice already achieved. Safeguarding is effective. There are robust systems in place to ensure staff are suitable to work with children and their ongoing suitability is assessed. New staff benefit from an effective induction to ensure they have a clear understanding of their roles and responsibilities. All staff are trained on child protection issues and know the procedure to follow if they have a concern. Staff regularly consult with parents whose views are considered to help to adapt the service, and parents report high levels of satisfaction.

Quality of teaching, learning and assessment is good

Staff provide an inclusive environment and use a good range of strategies to ensure children who have additional needs are fully included, to help them to join in and take part. Staff place a high priority on increasing children's language through their interactions. For example, in the toddler room, children thoroughly enjoy learning the names of the farm animals and the sounds they make. Staff use gestures well to help children to communicate and children enjoy the time they spend with staff. Staff use a book and song of the week well to increase children's fondness of stories and singing. Staff make learning enjoyable. For example, in the pre-school room, children are given five bricks each and know they need to complete a structure and are keen to talk about what they have created.

Personal development, behaviour and welfare are good

Staff are attentive to the individual care and medical needs of children, including babies, and meet them well. New children, who are settling, are supported well to help them to settle and staff develop close relationships with children. Staff place a strong focus on teaching children about the codes of behaviour in place. For example, children talk about caring for the toys, environment and each other, and about the rules in place to keep them safe. Staff help children to learn about their body parts, senses and how to keep healthy. Children learn about good oral hygiene and about foods that are good for their bodies. Children have good opportunities to be physical indoors and outdoors.

Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points and are well prepared for school. Children easily follow instructions and show good levels of enjoyment and concentration during activities. They enjoy counting and recognise colours and shapes as they play. Children easily adopt roles and cooperate as they play in the pretend hospital and hairdressers. The most able children recognise their name, and the letters of alphabet and sounds they represent. Children enjoy making marks as they create pictures and use clipboards as they play. Children show a keen interest in the natural world as they busily dig in the garden and learn about insects.

Setting details

Unique reference number	EY443699
Local authority	Havering
Inspection number	1071501
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	44
Number of children on roll	82
Name of registered person	Harmony House Dagenham Community Interest Company
Registered person unique reference number	RP531454
Date of previous inspection	20 November 2014
Telephone number	01709 444 511

Harmony House Nursery registered in 2013. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of staff. Of these, one holds early years professional status, eight hold an appropriate early years qualification at level 3 and six hold a qualification at level 2.

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