

Inspection of Harmony Neighbourhood Nursery

Harmony Nursery Annexe, Dorando Close, London W12 7QH

Inspection date:

2 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The provider understands her responsibility to inform Ofsted of any changes. However, not all of the committee members have had their suitability checked. Despite this, the children receive a warm welcome from staff as they arrive and are keen to explore the activities and resources available. Older children show kind and caring relationships. They give younger children gentle hugs.

The quality of teaching is variable across the nursery. Some staff do not consistently extend children's learning in their chosen play. This is because they do not receive focused support to build on their skills. Children enjoy pouring water into a funnel and working out how to position a bottle underneath to collect the water. They learn about mathematical concepts such as full and empty. Staff respond to children's interest in the nearby construction work that they can see from the outdoor area. Children join large building blocks together and pretend to be site managers, making marks on a clipboard. Most children are able to manage their personal needs with minimal support. Younger children know to take off their shoes before lying down to sleep. Older children respond well to mindfulness sessions. This supports their well-being and helps to regulate their emotions. Older children learn the meaning of new words, such as 'scald', and younger children repeat words that staff introduce to them.

What does the early years setting do well and what does it need to do better?

- The provider has failed to provide Ofsted with the necessary information so that that the required checks can be carried out on committee members. Despite this, these individuals do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- The setting has recently experienced some staff changes. The management team meets with newly appointed members of staff to understand their training needs. Staff complete training and share their knowledge with other staff to help support their practice. However, the management team does not conduct regular supervision meetings with staff. This means that staff's professional development is not focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Children do not benefit from an ambitious curriculum that builds securely on what they know and can do, so that they experience consistently good learning opportunities. Staff gather useful information from parents about their child's stage of development when they first start at the nursery. However, staff do not use this information, and their own observations of children, to swiftly identify what they need to learn next. In addition, they do not incorporate all children's learning needs into the curriculum they offer. For example, some children

achieve their next steps in learning but staff do not review these to provide children with a good level of challenge.

- Generally, children behave well. Children of mixed ages play together in the outdoor area where they learn to take turns to position toy cars on a track. However, staff do not always give children clear instructions about routine activities to help them understand what is expected. For example, staff gather too many children in the bathroom area to wash their hands and do not explain what they need to do. This means that children become confused and wander around the bathroom area.
- Staff have positive relationships with parents. Parents compliment the nursery, stating that the 'staff are wonderful'. Staff share information with parents in a variety of ways and keep them updated on their children's learning and development.
- Staff work in partnership with parents to tailor the settling-in process according to children's individual needs. This helps children to settle in and feel safe and secure. Young children enjoy reassuring cuddles with staff which supports their confidence.
- Children enjoy playing in the outdoor area. Younger children persevere to develop their early walking skills and older children work out how to adjust their body weight to rock in large, cone-shaped equipment.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibilities to safeguard children. Staff know the signs of abuse and neglect and the referral procedures to follow if they have a concern about the welfare of children. They are aware of their responsibilities to prevent children from being drawn into situations that may put them at risk. Rigorous recruitment and vetting arrangements are in place to ensure that staff working with children are suitable for their role. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Children cannot leave unsupervised and unauthorised visitors cannot gain access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide Ofsted with the details of individuals associated with the nursery to enable them to carry out all relevant checks to verify their suitability	16/08/2022

implement a robust system for the supervision of staff to raise their practice to a higher level	01/09/2022
implement an ambitious curriculum so children are provided with the best possible opportunities to make good progress.	16/08/2022

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

- help staff to provide children with clear guidance on expectations so they can take part in routine activities.

Setting details

Unique reference number	2573829
Local authority	Hammersmith & Fulham
Inspection number	10239237
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	48
Number of children on roll	37
Name of registered person	Harmony Community Day Nursery
Registered person unique reference number	RP905587
Telephone number	0208743 2089
Date of previous inspection	Not applicable

Information about this early years setting

Harmony Neighbourhood Nursery registered in 2020 and is run by a voluntary committee. The nursery is open from 8am until 6pm, all year round. There are 12 staff members who work directly with the children; of these, eight hold relevant childcare qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and of committee members.
- The inspector took account of the views of parents spoken to on the day as well as their written feedback.

We carried out this inspection 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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