

# Inspection of Harvey House Nursery

Harvey House, 1a Harvey Road, London, Essex E11 3DB

---

Inspection date: 26 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time in this welcoming environment. They show good levels of emotional well-being and that they feel happy and secure. Children develop positive bonds with the caring staff and busily engage in a wide variety of activities. Staff know children well and take time to learn about their interests and development. They plan age-appropriate experiences to build on what children already know.

Babies benefit from lots of cuddles and show interest exploring messy-play activities. For instance, they smile as staff help them to touch and smell shaving foam. Babies also enjoy exploring touch and feel books. Older babies show developing language as they engage in role play with animals and pretend to have a picnic. This supports their imagination and social skills as they take turns and share.

Toddlers have fun exploring the difference between wet and dry sand when building sandcastles. They receive good support to learn new mathematical language and make comparisons. They also enjoy pretending to make biscuits with play dough and discuss different shapes.

Pre-school children show good interest when exploring sea creatures and shells during interactive, small-world play. This helps them to learn through their senses and discover new knowledge and facts. In addition, staff teach children about compassion when playing vets and pretend to administer medicine to a range of animals. Children show good engagement and enjoyment as they play and behave well.

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

- Leaders are dedicated to providing good-quality care and education to children. They are ambitious and regularly reflect on the settings strengths and areas for further development. Staff access a wide range of training to further develop their knowledge and skills. Leaders provide staff with frequent coaching and mentoring with the view to achieving even greater consistency across the quality of education.
- Staff take time to get to know children's interests, routines and current stage of development when they join. They plan a range of activities to extend their knowledge and skills. It is evident that children make good progress during their time at the setting.
- Staff share information with parents in a number of ways. For instance, parents receive regular photographs and observations on the nursery app. They also get feedback at the end of the day about their child's care and activities.

- Parents are very complimentary about their experiences at the setting. They highly value and appreciate the leader's and staff's dedication and caring nature. Partnerships with parents is a real strength.
- Children with special educational needs and/or disabilities (SEND) receive good levels of support. Staff work in partnership with other professionals to develop tailored targets and complete professionals reviews of progress. This helps children to receive good levels of continuity with their learning.
- Teaching children about diversity and how to value and appreciate others similarities and differences is embedded throughout the nursery. For instance, children hear stories about the festival of light when celebrating Diwali and enjoy exploring glitter to make firework pictures. This helps them to develop respectful attitudes from an early age.
- Supporting children to lead healthy lifestyles is given good priority. For instance, children eat a range of nutritious meals and have daily opportunities to be active in the well-equipped garden. This supports children's overall health and well-being.
- Children experience a wide and varied curriculum that supports them to move forward in their learning. However, not all staff extend and challenge children's learning to the very highest level when they play.
- Toddlers enjoy sharing things from home with their friends during circle time and 'show and tell'. However, the organisation of this time does not always fully support all children's listening and attention skills and help them to fully concentrate to learn new knowledge.
- Children frequently receive clear messages about boundaries and expected behaviour as they play. Overall, children show a positive approach towards learning and enjoyment during their time at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with frequent training and updates to support their knowledge on how to protect children from harm. Staff understand their role in relation to this and show awareness of possible signs that may indicate a child's welfare is being compromised. They also understand their responsibility to report any concerns to ensure children receive swift help and support. Leaders have good arrangements in place when recruiting new staff. For instance, they complete vetting checks and references to ensure they are suitable for their role working with children. Multiple staff have valid, up-to-date first-aid training and discuss how they would respond if a medical emergency was to arise.

## What does the setting need to do to improve?

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

- strengthen the quality of education further and build on how children's learning is challenged and extended to the very highest level
- consider ways to better organise and enhance group time in the toddler room so that all children can take an active part and benefit fully from their learning experiences.

## Setting details

<b>Unique reference number</b>	2541130
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10221471
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Harvey House Nursery Ltd
<b>Registered person unique reference number</b>	2541129
<b>Telephone number</b>	02039003910
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Harvey House Nursery registered in 2019. The nursery operates in Leytonstone, in the London borough of Waltham Forest. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The nursery provides funded early education for three- and four-year old children. The nursery employs 22 members of staff. Of these, three hold qualifications at level 6, 12 at level 3 and one at level 2.

## Information about this inspection

**Inspector**  
Amy Mckenzie

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed what they want the children to learn.
- The inspector carried out a number of joint observations with the manager to assess the quality of the children's experiences.
- Parents, children and staff views were considered during the inspection.
- A variety of documentation was viewed. This includes staff qualifications and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022