

# Inspection of Harmony House at Castle Green

Castle Green Centre, Castle Green, Gale Street, DAGENHAM, Essex RM9 4UN

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Inspection date: 11 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly on arrival, waving parents goodbye at the entrance. The children have strong emotional attachments to the caring staff, who comfort them and provide cuddles when needed. A well organised and consistent daily routine is implemented, which the children are clearly familiar with. Children feel happy, safe, and content in their environment. Staff have high expectations for children's attainment, so they make good progress that prepares them well for future learning and school. Children progress well with their communication skills and acquire a knowledge of how to express their needs and wishes. Babies use sound to imitate words that adults make, such as 'splash splash', to describe the action of dabbing hands in a shallow tray of paint. Older children talk about a wide range of topics and use language to explain their thoughts and feelings. Staff support them to develop a wide vocabulary that helps them to speak in more complex sentences. This includes learning the names of action words and objects.

Children's behaviour is managed well. For example, as children help themselves to food or drink, staff remind them to say please and thank you. Staff take time to explain their expectations to children. Staff patiently support younger children to understand the need for taking turns. Children gain good physical skills during their play outdoors. Babies enjoy opportunities to build their core muscle strength when they pull themselves up on climbing equipment. Two-year-old children concentrate well. They independently and carefully use pedals to ride tricycles around the garden. Pre-school children develop their large-muscle skills as they safely learn to jump and climb.

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

- Staff know the children well. They plan activities that they know will interest children. They regularly check children's progress and use this information to support and enrich children's learning. All children, including children who speak English as an additional language and those with special educational needs and/or disabilities, make good progress.
- The setting places a strong emphasis on developing children's speech and language skills. Staff carefully select books to introduce new words and concepts that support children's own ability to communicate and help them to understand the world around them.
- Staff use visual prompts, such as picture cards, objects of reference and a pictorial timetable, to help children to understand routines and support transitions. In addition, they provide small-group sessions to further support those children who require assistance in this area. The setting implements good care routines. Young children sleep in a relaxed and comfortable environment. Staff ensure they are safe and well by regularly checking on them.

- Parents develop a positive working relationship with the staff and comment on their good practice. Staff provide regular feedback to parents about their children's learning via an online application. However, opportunities for some parents to use this application to build on their children's learning at home are more limited.
- Staff are good role models and have high expectations for children's conduct. Children behave very well. They know how to share and take turns when playing. Staff praise children regularly for their good behaviour. This helps to boost children's confidence and help them learn how to share and be kind to others.
- Children who receive additional funding make good progress. Staff ensure funding allocated is used effectively to close gaps in children's learning and development. For example, sensory equipment is purchased to add to the sensory room to help children with their self-regulation.
- A healthy meal is prepared daily off site. Children enjoy eating the meals provided. Children develop positive attitudes to food, and they are well behaved at the meal table. Children and staff sit and eat lunch together. Staff model how to use cutlery, and support children's lively interactions. They discuss blowing the food to cool it down, as the 'food is hot'.
- The management team support staff and provide opportunities for them to strengthen their professional practice. Staff are regularly involved in supervisions and have access to a wide range of training.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff and management know who to contact if they have concerns about a child's safety and welfare. The management team ensures that all staff frequently attend safeguarding training to update their knowledge. Staff are fully aware of their roles and responsibilities around safeguarding, including broader safeguarding issues. Robust recruitment procedures are in place to ensure staff working with children are suitable to do so. Ratios are met. Staff supervise children with vigilance alongside completing thorough risk assessments.

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

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

- review ways of sharing information and ideas with parents to ensure that this is consistent for all parents, to help extend children's learning at home.

## Setting details

<b>Unique reference number</b>	EY482589
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10216045
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	79
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Harmony House Dagenham Community Interest Company
<b>Registered person unique reference number</b>	RP531454
<b>Telephone number</b>	0208 724 1530
<b>Date of previous inspection</b>	28 August 2018

## Information about this early years setting

Harmony House at Castle Green first opened in 2005 and re-registered in 2014. The nursery is located in Dagenham, in the London Borough of Barking and Dagenham. It opens each weekday from 8am until 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 24 members of staff, of whom, 22 staff hold early years qualifications.

## Information about this inspection

### Inspector

Onyi Ojukwu

## 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 management team and has taken that into account in their evaluation of the provider.
- The inspector and the management team completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector, manager and deputy 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 the deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the view of parents spoken to on the day. She discussed with the manager and deputy manager how they reflect on the service they provide.

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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