

Inspection of Harrow Road Nursery

Harrow Road Nursery, School On The Green, Bourne Terrace, London W2 5AT

Inspection date: 9 January 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management significantly compromise children's welfare. The manager does not have a secure knowledge and understanding of safeguarding policy and procedures. She does not have a comprehensive understanding of how to manage concerns about children in line with the local safeguarding partnership. Additionally, she is not fully aware of the procedure for reporting allegations made against a staff member. Children's health and safety are further compromised as leaders fail to ensure staff keep accurate records of accidents. This means parents are not given the correct information about how children receive injuries. The manager and baby room staff do not know the latest safety guidance regarding safe sleeping for babies. This means that children's safety in this provision cannot be assured.

Despite these weaknesses, children demonstrate that they are happy and feel settled at this setting. They have formed close relationships with staff, who know them well. Leaders design an ambitious curriculum based on children's interests and what they need to learn next. The quality of education is good and children eagerly explore a wide range of activities which ignite their curiosity. They play with their friends and show kindness to others. The management team and staff have clear and high expectations for what children can achieve. This helps all children make good progress from their starting points.

Staff teach children how to manage their emotions. They help them to explore the language of feelings during group circle time. Children behave well. Staff successfully create a calm and relaxing atmosphere for children. For instance, children learn breathing techniques during yoga sessions to help them regulate their own behaviour.

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

- The manager, who is also the designated safeguarding lead, does not have the correct knowledge to fulfil her role. She does not have sufficient knowledge to ensure she is able to support and guide staff to deal with any safeguarding concern that may arise.
- Risk assessments are not effective in recognising all potential risks to children. For example, the manager and baby room staff do not know how babies should be placed down to sleep to ensure their safety. Consequently, young children are put at risk during sleep times.
- Staff do not always follow the correct procedures when recording accidents. For example, staff do not always record the correct details about how an injury has occurred to ensure accurate information is shared with parents.
- Overall, staff deliver the curriculum effectively to encourage children's interests

and development. Staff support children to extend their vocabulary. They introduce new words, such as 'magnificent', and explain to help children understand what these mean. Staff use sign and hand gestures effectively to support children's language from a young age.

- Most staff are enthusiastic and engage and interact with children well. However, some require further support to enhance their good teaching skills. For example, on occasion, some staff do not encourage quieter children to share their thoughts and views during activities, to further increase their levels of involvement.
- Children show interest in books and stories. Toddlers join in with storytelling and happily repeat familiar phrases. Older children take part in a 'helicopter story' session, where they create their own story with staff. Staff work well with parents to support children's early reading. A wide range of books are available in the setting, and leaders offer a lending scheme to parents to encourage reading at home.
- Children learn to do things for themselves and develop independence skills. They happily become 'helpers' and help with small tasks, such as setting tables for mealtimes. This helps them to gain a sense of responsibility.
- Staff use the outdoor area very well to enhance children's physical development. Children have plenty of opportunities to balance, run and ride bicycles. They successfully strengthen their small muscles through a range of messy play activities. For example, they use their hands as they make play dough, enjoy painting, and explore water and sand activities.
- Staff help children to learn about important matters relating to our planet. Children join in with recycling and sustainability projects. For example, they re-use old wood to build a new bookshelf. Leaders' practical approach to learning helps children to gain a good understanding of the world.
- Staff teach children about healthy lifestyles, including the benefits of eating a balanced diet. Children discuss their likes and dislikes during mealtimes and learn why certain foods are good for them. They use their knowledge within different experiences and share information with others. For example, children advise each other about the healthy foods that the nursery's pet giant African snail can eat to help it grow.
- The manager evaluates staff's teaching practice effectively. Staff feel supported by her and speak about workloads being manageable. However, the manager fails to recognise and address significant weaknesses in relation to safeguarding children in the setting.
- Overall, parents speak positively about the nursery. They praise the caring and welcoming staff. They say that staff keep them informed about their children's learning and progress.

Safeguarding

The arrangements for safeguarding are not effective.

The manager fails to ensure that all safeguarding and welfare requirements are met. There are weaknesses in care practices that put children at risk. Therefore,

children's safety and well-being cannot be assured. Despite the gaps in the manager's safeguarding knowledge, staff have a good understanding of what to do if they are concerned about a child's welfare or if an allegation is made against another member of staff. Leaders follows a robust recruitment process to ensure that individuals working with children are suitable to do so. They make sure that staff keep mandatory training, such as first aid, up to date.

What does the setting need to do to improve?

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

	Due date
improve the manager's knowledge and understanding of safeguarding to fulfil the responsibility of the designated safeguarding lead role	09/02/2023
improve the manager's understanding of how to manage concerns about children's welfare and any allegations made against a member of staff in line with the procedures of the local safeguarding partnership	09/02/2023
ensure accidents are recorded accurately and that correct information is shared with parents when children injure themselves	09/02/2023
improve the manager's and staff's knowledge of the latest safety guidance regarding safe sleeping for babies.	09/02/2023

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

- strengthen staff's good-quality interactions with children to help enhance children's levels of engagement.

Setting details

Unique reference number	2622928
Local authority	Westminster
Inspection number	10266688
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	0 to 4
Total number of places	52
Number of children on roll	62
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	02039887723
Date of previous inspection	Not applicable

Information about this early years setting

Harrow Road Nursery registered in 2021. It is part of a chain of settings run by The London Early Years Foundation. The nursery is located in the London Borough of Westminster. It is open each weekday from 8am until 6pm, except bank holidays. The nursery employs 16 members of staff, including three bank staff. Most staff have relevant childcare qualifications ranging from level 2 to level 5. The provider offers an apprenticeship programme and currently has two staff members working towards their childcare qualification. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with leaders and has taken that into account in their evaluation of the provider.
- Parents shared their views on the setting with the inspector.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times and took their views into account.
- The manager and the inspector carried out a joint observation of a group activity to evaluate the quality of education for children.
- The inspector looked at relevant documentation.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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