

Inspection of Harmony Neighbourhood Nursery (registration until: 07 Aug 2023)

Harmony Nursery Annexe, Dorando Close, London W12 7QH

Inspection date: 12 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff offer a welcoming and inclusive learning environment, where children feel valued, safe and secure. Children settle quickly and are eager to explore their environment. They display a high level of curiosity and develop a very good sense of belonging. Children's behaviour is good. Staff know children very well and meet their learning needs successfully. Children make good progress in relation to their individual starting points and abilities. Children who speak English as an additional language or with special educational needs and/or disabilities learn equally well. Staff support children to prepare for the next stages of their learning, for example starting school. Children enjoy their time at the nursery and play together well.

Younger children enjoy rhymes, they sway in time to the rhythm of their favourite songs. Some watch adults intently, others join in with actions or clap to show their enjoyment of first experiences of social interactions. Older children mix vegetables and small spices, pouring water into big pots to make 'mashed potato' or 'soup' to 'serve' to staff. Children are building on their knowledge by linking familiar experiences from home. For instance, a child recognised basil by the smell, declaring how they 'love' to tear it and add it to their pasta, as it is 'delicious'.

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

- Staff provide a wealth of opportunities for children who speak English as additional language. Staff with joint heritage with children, share home languages to support children settling into nursery. Children with speech difficulties improve their language through access to speech and language therapy. Staff use a range of strategies, such as Makaton signs and small focused groups, to develop their use and understanding of language. Speech is effectively modelled by staff and children become confident communicators.
- Leaders and managers develop an ambitious curriculum for all children. They have clear intentions for children's learning and support staff to build on what each child already knows. Staff are well informed as they use their observations to sequence individual next steps. Activities to support learning are engaging as they are based on children's likes and interests. Clear expectations on behaviour and developing children's independence ensure all children are ready for the next stage in their learning.
- Children demonstrate positive attitudes to learning through high levels of curiosity, concentration, and enjoyment. Children readily share their knowledge on the characters in favourite books. They laugh as they discuss how many pieces of fruit the caterpillar eats, linking to how their own tummy feels when they are 'full up'. They listen and respond positively to adults and each other as they discuss their favourite things and what they can do well. Children are proud of their achievements.

- Children enjoy counting and using numbers in their play. They count as they sing and work together to solve number puzzles. However, some staff do not always provide a higher level of challenge to support and extend children's mathematical skills and how they can solve problems independently.
- Partnership with parents is very strong. Parents speak highly of the nursery and comment that the staff team are caring and support their children to thrive in a safe environment. They praise the level of communication they receive through face-to-face conversations or via an online app. Parents know what their children can do and feel very involved in their child's learning. Parents praise the regular social events held in the setting, they describe the setting as a community and how friendships between parents are like 'family'.
- The leadership and management team are committed to raising outcomes for all children. They work together to devise clear aims for children's development and the learning staff provide. The setting has experienced recruitment issues, which are reflected across the industry. Leaders have decided to 'grow their own' by employing apprentices. Leaders have also introduced room leads to support professional career progression. Opportunities for training are based on the individual needs and interests of staff. Leaders are visible and are invested in developing staff who have the skills and confidence to meet the needs of the children in their care.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding training is completed by all staff. Leaders use a number of different scenarios to ensure staff are aware of how to identify concerns that may impact children and their families. Staff know the referral procedures to follow should they have concerns about a member of staff or the welfare of a child. Staff demonstrate a secure knowledge of a range of issues relating to safeguarding children. The staff complete daily checks to ensure the environment is clean and well maintained and is suitable for children's use. Access to the building is through an electronic gate system, operated from within the setting. Trips out of the nursery are planned and risk assessed to ensure children's needs continue to be met when out in the local community.

What does the setting need to do to improve?

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

- extend children's use of mathematical language beyond numbers and counting.

Setting details

Unique reference number	2573829
Local authority	Hammersmith & Fulham
Inspection number	10250350
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	36
Name of registered person	Harmony Community Day Nursery
Registered person unique reference number	RP905587
Telephone number	0208743 2089
Date of previous inspection	2 August 2022

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

Bernie Dunne

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents were spoken with to gain their views on the setting.
- A joint observations of practice was also completed with the manager.
- A meeting was held with the leadership team, nominated individual and setting manager owner/nursery manager and deputy manager, relevant documentation, such as the evidence of the suitability of staff working in the nursery was looked at.

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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