

Inspection of Harmony House Dagenham

Harmony House, Sacred Heart Convent, Baden Powell Close, Dagenham RM9 6XN

Inspection date: 4 June 2024

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

What is it like to attend this early years setting?

The provision is good

Children are visibly settled and happy at this nursery. Staff are friendly, approachable and form good bonds with children. Children are confident to seek help from staff and go to them for comfort and reassurance when they need it. Staff encourage children to express their thoughts and needs and are responsive to these to maintain their well-being. Children's care and emotional needs are supported well. Staff communicate their expectations of behaviour to children well. Staff give clear, simple instructions for children to follow to help them to know how to behave. Staff are also good role models for children to learn from. Children are calm and listen and behave well.

Leaders know what they want children to learn at the nursery and why. They share their vision with staff, who help children well to learn the key skills they need for their future learning, overall. Leaders and staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND), and skilfully adapt how they interact with children to meet their individual learning needs. Staff successfully plan around children's interests to engage and interest them in learning. Children are excited to join in, such as during planting activities, and show curiosity and an interest in nature and the world around them.

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

- Children with SEND are supported well. Staff skilfully adapt their interactions and teaching to meet their needs. For instance, staff use visual prompts to help aid children's understanding of the daily routine and to assist them with their communication. Staff are inclusive in their practice.
- Staff interact with children well, overall, to engage children and extend their learning. They skilfully support children's communication skills through a variety of different ways. For instance, staff sing rhymes, read books with children, and model how to use new words to build on children's language development. Children learn to use new words in context and become articulate communicators.
- Children develop their mathematical skills well. Staff successfully teach children how to use mathematical language in discussions. For example, they demonstrate how to describe pieces of fruit as a whole, a half, or a quarter. Staff extend children's mathematical knowledge well and support children to develop their mathematical language.
- Staff teach children about good hygiene practices and help them to learn some self-care skills. They teach children to wash their hands before mealtimes and help them to understand why this is important. However, at times, some staff do not always encourage children to do things for themselves during day-to-day routines, to help build on their independence skills even further.

- Staff support children's good health and help them to learn about how to keep their body healthy. Children eat nutritious meals and are physically active during the day. For instance, children join in with dancing activities and learn to move their bodies in different ways, developing the large muscles in their body well.
- Staff know their key children well. They know what children can do and what they need to learn next. Staff establish good partnerships with other professionals who work with children and act on the information shared to support children in their development and meet their individual needs. However, at times, staff do not always plan activities with a precise learning intent to help them to refine their teaching and the support they offer children to develop their skills further.
- Staff communicate well with parents. They inform parents about what their children are learning to do. For example, they share photos with parents of their children's achievements. Staff offer advice to parents about how they can support their children at home to help to provide consistency in their learning.
- Leaders monitor staff's practice well, such as through regular supervisions and observations of staff's practice. They recognise areas for improvement and take relevant action to address these to help to maintain the quality of the provision. Leaders provide staff with good opportunities for professional development. For instance, staff attend training to develop their expertise in child development and refresh their knowledge of how to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to have a clearer learning intent when planning activities, to help them to focus on the precise skills they want children to gain to further strengthen the quality of children's education and what they achieve
- extend the opportunities that children have to do things for themselves, to enhance their levels of independence in day-to-day routines.

Setting details

Unique reference number	2700014
Local authority	Barking and Dagenham
Inspection number	10312487
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	84
Name of registered person	Harmony House Dagenham CIO
Registered person unique reference number	2700015
Telephone number	02085268200
Date of previous inspection	Not applicable

Information about this early years setting

Harmony House Dagenham re-registered in 2022. It is located in Dagenham, in the London Borough of Barking and Dagenham. The nursery operates from Monday to Friday, 8am to 6pm, all year round. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications between level 2 and level 6. 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

Anneka Mundy

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 their evaluation of the provider.
- The deputy manager, manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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