

Inspection of Harmood Nursery

Harmood Childrens Centre, 1 Forge Place, London NW1 8DQ

Inspection date: 11 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy attending this welcoming and nurturing nursery. They show that they feel calm, safe and valued in an environment designed with soft tones and thoughtful planning. This enables them to explore with confidence and make independent choices during play. The atmosphere is relaxed and inclusive, helping children feel secure and ready to learn. Staff listen attentively and respond to children's interests, fostering communication and self-expression. A language-rich curriculum supports all children, including those with special educational needs and/or disabilities (SEND). Various strategies to support language are embedded by staff to use with children throughout the day. This supports children to share their thoughts and feelings confidently. Staff model language clearly and consistently, encouraging children to express themselves and build vocabulary.

Children are eager learners. They engage enthusiastically in a wide range of activities and demonstrate growing independence. They serve their own lunch, pour their own drinks and help staff tidy up after play. They collaborate well with their peers, developing social and emotional skills through shared experiences and imaginative play.

Staff support children's communication and social skills. They do this by encouraging play that involves teamwork. During a play dough activity, children share ideas and talk about their actions. They also help each other. This shows their growing confidence in expressing themselves and working as a team.

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

- Leaders are clear about their plans for the ongoing development of the provision. They collaborate with staff to concentrate on what children are learning. They also build on what children already know and can do. Leaders and staff are reflective and recognise the importance of reviewing planning and organisation at regular intervals. This includes for strengthening communication between each other across all rooms so that all areas are maintained during this transition.
- Staff are caring and nurturing, adapting activities so that children can take part. Children approach staff with confidence to share ideas and seek reassurance. Children work together, show empathy for their friends and play for a long time. Staff prioritise children's communication and language skills. Staff organise interactive story sessions. They use props to gain children's attention, and they ask questions to help children think and share.
- Children with SEND enjoy personalised support. Staff adapt the provision so that all children can take part. They make spaces that feel good to the senses. They change routines and use specific actions to help. Parents of children with SEND

praise the staff's care and expertise. They note that they have formed trusting relationships.

- Leadership is proactive and reflective. Leaders emphasise staff's training in trauma-informed practice and language development. This ensures that staff are ready to support children's needs. Staff show a good grasp of reporting procedures and health protocols. This creates a culture of vigilance and care across the setting. At times, this could be enhanced to ensure that all staff are consistent and informed in their approach.
- Staff provide children with opportunities to develop independence and self-care skills. Children are eager to help with tasks like tidying up after play and joining in daily routines.
- Staff use guidance and assessment tools to identify children's individual needs. They provide targeted support for children. This includes early and ongoing help to boost their learning and development.
- Parents say they feel informed and involved in their child's learning and growth. Online platforms and celebration events let parents join in with their children's progress and experiences. Strong partnerships with families underpin the setting's inclusive ethos. Parents describe staff as approachable, supportive and attentive. Communication is a strength, with home visits, digital platforms and newsletters used effectively. Tailored strategies help children settle quickly, and parents feel their views are valued. Many see themselves as active partners in their child's learning journey and development.

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:

- strengthen staff's communication across rooms so that this is consistently strong to support high-quality interactions and learning.

Setting details

Unique reference number	EY337970
Local authority	Camden
Inspection number	10407357
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	56
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Telephone number	020 7974 8961
Date of previous inspection	7 January 2020

Information about this early years setting

Harmood Nursery has been registered since 2006. The setting employs 21 members of childcare staff, who hold appropriate early years qualifications at level 3 and above. The centre opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am to 6pm. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fatima Ben-Brik

Inspection activities

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

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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