



# Holland Park Pre-Prep School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY298494
<b>Inspection date</b>	22 May 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Holland Park Pre-Preparatory School and Day Nursery is a privately run Independent School. It was registered by the Royal Borough of Kensington and Chelsea as a day nursery in 1990 and was re-registered and inspected by Ofsted under the Care Standards Act 2000. It operates from 14 classrooms in two Victorian buildings. It is situated on Holland Road in the Royal Borough of Kensington and Chelsea.

A maximum of 100 children may attend the school and nursery at any one time. The

nursery is open each week day from 07:30 to 18:30 for 52 weeks in the year. All children share access to a secure enclosed outdoor play area.

There are currently 134 children aged three months to under eight years on roll. Of these, 52 children receive funding for early years education. Children come from a wide catchment area, as most of their parents travel to work in Kensington and Chelsea. The nursery currently supports three children with learning difficulties and supports 86 children who have English as an additional language.

The nursery school is based on the Montessori philosophy. The nursery employs 25 members of staff all of whom hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are cared for in a clean, warm nursery. They thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritious and health needs. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. A purpose designed bathroom gives children added privacy and excellent opportunities to develop self help skills. For example low level soap and paper towel dispensers are available in the child-sized toilet cubicles. Children are learning about good self-care skills, as they are encouraged to wash their hands before lunch.

Children's health and wellbeing is further protected as a number of staff hold a current first aid qualification and know how to respond effectively in an emergency situation. They follow the correct procedure for administering and recording medication and recording of accidents and incidents.

Children enjoy nutritious and well-planned meals, for example, freshly made tuna pasta bake with fresh salad. Children sit at the table for snack and meal times and eat in a very relaxed and social atmosphere. Staff encourage the children to engage in conversation with their peers and as a result, older children are very competent in their social skills and table manners. They skilfully use cutlery and develop good self-help skills by pouring their own drinks and organise snack time very well sitting with their peers. Children's individual dietary needs are well known and followed by the cook and staff. Staff discuss all dietary needs and food preferences with parents, which means that all children's individual needs are taken into account. Children are able to drink whenever they are thirsty. They use a small jug of water within the play room so they can pour drinks for themselves.

Children are developing a very positive attitude to exercise which is enjoyed on a daily basis. They show great delight and excitement when playing outside as they are having fun running around freely in the garden playing ball games, playing on the tree house and riding their bikes with great confidence and skill. Additionally, there are regular planned trips and outings to local places of interest and parks such as

science museum, Battersea park, the secret garden, St. James park and Bunny Park.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly. This ensures they feel secure and content. Space is well organised and used effectively to allow children opportunities to be active, engage in table top and floor activities. They enjoy opportunities to relax and share books in a comfortable environment with child sized chairs and cushions.

They have access to a wide range of good quality toys and equipment, which are appropriate for their age and stage of development. Toys are set up, inviting and enticing children to play. Toys are easily accessible which encourages children to make their own choices and develop their independence as they choose and move freely between activities. Younger children are able to sleep and eat in comfort and safety, as the nursery has a good range of suitable furniture and equipment, such as small beds and child-size tables and chairs. All the furniture and play equipment is clean and in good condition to ensure children are not harmed.

The children are cared for in a safe and secure environment. There are robust security systems in place to protect children, such as use of security camera and staff monitor all visitors to the nursery. Children are kept safe as good systems for addressing safety issues are in place. Staff conduct regular checks to ensure that the children can enjoy an environment and equipment that is well maintained. In addition, children are effectively supervised as correct ratios are maintained and staff are effectively deployed. Children are learning to keep themselves safe too. They are taught not to run around in the nursery as they may fall over and hurt themselves. However, the safety procedures to restrict children's access to the staff room/store room on the ground floor is not fully secure.

Children are well protected because staff have a good and clear understanding of their role with regard to child protection issues and know how to implement local procedures. Implementation of good systems, such as the security system, good collection of children and recording of visitors contribute to ensuring children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the nursery. They arrive happy and confident and quickly settle into the nursery as they make choices about their play. Children have fun as they play enthusiastically with a good range of toys and resources that promote their learning.

Children receive lots of attention and have a strong bond with staff which increases their sense of well being. Their confidence and self-esteem is reinforced because of the kindness and warmth shown to them. Staff offer very good support and

encouragement to the younger children in order for them to try new activities and develop their skills. For example, children are given help when trying out a new skill, as they slide down the slide in the garden with great excitement. Their vocabulary is developed as staff ask questions to encourage them to think and talk.

Younger children's care and wellbeing is promoted as staff have a good understanding of how to meet their needs. This is further enhanced by effective implementation of the Birth to three matters framework, which supports children in their earliest years.

### Nursery Education

The quality of the teaching and learning is good. The nursery provides a good broad, balanced and innovative curriculum that enables each child to achieve to the best of his or her ability. Children feel happy to grow and learn in the nursery's secure, family-like environment. As a result, pupils are confident and articulate, enthusiastic, very friendly and welcoming.

Children are progressing well because of the staff's sound knowledge of the stepping stones and how children learn. An effective system is in place for the planning and evaluation of activities, and the recording of children's progress and achievements.

Children are able to think for themselves as staff use effective questioning techniques to help children extend their learning. For example, staff encourage the children's thinking when reading stories to them. They are able to explore language and mathematical concepts during many discussion times. This is linked to a number of practical activities to help consolidate mathematical concepts within their daily routine. Children speak confidently in familiar groups and are beginning to express their own thoughts and ideas. Staff listen intently to the children and respond appropriately, helping children to feel very good about their discussions. A key strength in communication, language and literacy is due to staff's abilities to skilfully and sensitively question and engage children in conversation and to build their confidence through offering lots of praise and encouragement.

Warm relationships are evident between staff and children. Children demonstrate good social and emotional development by their happiness and their engagement in the activities. They are very confident, enthusiastic and persist at planned activities or in small group situations. Children's attitude to learning is positive as they have opportunities to select what they wish to do. They concentrate well and are curious to explore different activities, such as cooking and play dough. They laugh, have fun and enjoy each other's company as they play cooperatively together. Children are confident and enthusiastic about communicating with staff and with each other. They recognise their own names on cards and some able to write their own names. Some children are able to recognise and write letters of the alphabet. Children have plenty of opportunities to write for a variety of purposes using a number of medium. This results in children being provided with suitable opportunities to practise and develop their early writing skills. They respond with interest at story times and are interested in looking at books independently. However the level of noise in one classroom has some effect on the concentration of the children.

Children are confident in the use of numbers and are able to count to 30 and beyond, they recognise numerals, shapes, are able to match, pattern, weigh and measure. Staff use everyday situations to help children learn mathematical language and understand more and less than, bigger and smaller. Children have good opportunities to build and construct with a wide range of objects. Staff encourage the children to think about long, straight, short and curved pieces as they put the train track together. They are able to explore colour, texture and shape.

Children are having an absolutely fabulous time as they explore living things. They play with a slow worm and monitor the progress of chicks that they hatched from eggs using an incubator. They plant seeds and take turns to look after fishes in the tank. Children have ample opportunities to use information and technology and programmable toys to support their learning. They use the interactive white board with projector to identify words and pictures and can use it interactively to sing songs and look at visual images. For example identifying word links or words with same phonic sounds. For example, in preparing for a trip to the Victorian School in London, children use a range of activities to link the theme.

They are developing good control over their bodies as they have access to a variety of physical activities. They have great fun in the garden skilfully using equipment to develop their balancing and climbing skills. The outdoor area is currently being developed to incorporate some aspects of the six areas of learning to enhance children's learning. Additionally children enjoy regular trips to places of interest. Children are developing their fine motor skills as they confidently manipulate paintbrushes and lacing cards. They are able to use small tools competently as they learn to cut using scissors with good control. They also enjoy group games designed to promote bodily control such as walking on a plank, balancing and throwing.

Children enjoy joining in with familiar songs and anticipating with excitement what song comes next. There are good and regular opportunities to explore music and movement, which the children enjoy. Children show good imagination when acting out simple storylines and role-play together.

### **Helping children make a positive contribution**

The provision is outstanding.

The nursery is very welcoming and children attend from a variety of ethnic backgrounds. Children who have recently joined the setting have settled extremely well. They have developed positive relationships with the staff and are keen to talk with them and ask questions. Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Children are caring towards one another and recognise that they each have different needs.

Children benefit from the excellent warm and caring ethos of the nursery. The health, safety and welfare of pupils are very well promoted. Parents feel well informed of their children's progress and are highly supportive of the school. It fosters excellent relationships and very good personal development. The provision for the pupils'

moral, social and cultural development is outstanding and is clearly reflected in the pupils' attitudes and behaviour.

Children with learning difficulties and disabilities are well supported, staff work closely with parents and other professionals. This ensures that children's individual needs are well met. Effective systems that are in place support children for whom English is an additional language in making steady progress.

Children are very happy in the relaxed, harmonious atmosphere. Their behaviour is very good, they work well together on projects such as Lego and are able to co-operate and share. This is helped by the clear rules, simple explanations, and the gentle encouragement of the staff. At snack and tidying up times children enjoy helping to put things away. Staff give children appropriate praise and encouragement to enhance their self esteem and confidence.

Partnership with parents is outstanding. The quality of the information the nursery provides to parents and others is excellent. Children benefit from the friendly interaction between staff and parents on daily basis. Children's individual progress and achievements are discussed and shared through regular reviews. Highly detailed information about the nursery and the service it provides is available for parents. This includes attending syllabus mornings and training workshops to help parents support their children's learning, and parent teacher association meetings to give suggestions and keep parents up to date with the running of the nursery. They receive regular newsletters and are very well informed of the nursery's policies and procedures. Parent's review meetings are also held to enhance communication between staff and parents for the ultimate benefit of the children. Parents spoken to on the day of the inspection are extremely happy with the care, education and the progress their children are making in the nursery.

## **Organisation**

The organisation is good.

The leadership and management of the setting is good. Recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. Staff records are held, including qualifications and relevant checks. Staff are supported by management through regular meetings and appraisals. High importance is placed on training and the management provides good support to staff to attend training. This helps to promote very positive outcomes for children to support their learning.

The proprietor, manager and deputy are committed to providing good quality education for children and these aims are clearly understood by staff. The early development of its ethos and curriculum have been led and managed very effectively by the dedicated management team.

Continuous improvements are made to the nursery, and there are clear systems in place to monitor and evaluate the effectiveness of change. The staff team have complimentary skills in teaching and learning and a number of linguistic skills, which enables them to work well together and ensures the smooth running of the nursery.

Children develop a secure sense of belonging because the nursery is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains the child staff ratios which helps to ensure children's well being.

All the required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

Not Applicable

### **Complaints since the last inspection**

There are no complaints to report

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the safety procedures to restrict children's access to the staff room/store room on the ground floor

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to maintain high standards by taking steps to reduce the noise level in the ground floor classroom

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)