

Holland Park Pre-School

Inspection report for early years provision

Unique Reference Number	105699
Inspection date	07 February 2008
Inspector	Arda Halls
Setting Address	Abbotsbury Road, Stable Yard, Holland Park, London, W8 6LU
Telephone number	020 7603 2838
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Registered person	Holland Park Pre-School,
Type of inspection	Integrated
Type of care	Full day 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.

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-School is run by a parent run dormant company. It has been running for more than 30 years and was registered with Ofsted in 2001. The pre-school operates from one main play room in a single storey building in the middle of a park in the Royal Borough of Kensington and Chelsea. A maximum of 19 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 15.30 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area. Holland Park Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school.

There are currently 28 children aged from two to under five years on roll. Of these 18 children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs four staff. Three of the staff, including the manager hold appropriate early years qualifications. One staff is working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance (PSLA). The pre-school receives support from the Local Authority. The teaching method used is children learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted because the pre-school takes positive steps to promote their health, for example children are reminded to wash their hands as they come in from outside play to have their snack. Staff have a good understanding of emergency first aid measures and several staff have up to date first aid certificates. A well stocked first aid box is easily accessible and a policy for the exclusion of children with infectious diseases is in place. A thorough nappy changing policy is in place and well implemented. Children learn about healthy eating as they discuss which foods are healthy. Parents and staff work co-operatively to ensure that children receive healthy foods in their packed lunches. Lunchtime is a relaxing occasion when children talk freely to one another as they eat. They are praised for good eating and encouraged to sit down until they finish.

Children learn about their bodies as they sing songs, play with puzzles and look at books about parts of the body. They know that physical exercise is good for them. They have an abundance of outdoor activity as the door is left open at all times. This means children can choose whether to play outside or indoors and subsequently they have a wide range of opportunities for good physical development. For example, children learn to balance and climb, run and play on pedalled cycles throughout the day. Children ask for help if they need it when putting on their coats and recognise that when they are hot they can remove their coats and ask for a drink.

Children enjoy a selection of healthy organic foods for their mid morning and mid afternoon snacks. Fruits and rice crackers are savoured by the children with a choice of milk or water to drink. Children organise the passing of food and the pouring of drinks themselves. This promotes children's independence. Dietary requirements are on display for easy reference and care is taken of any children who have an intolerance to a specific food. A small kitchen is available for heating children's packed lunches and cutting up fruit. The kitchen surfaces, crockery and utensils are clean. However, the kitchen is cluttered. The vacuum cleaner, dustbin and the electric appliances are not effectively situated to ensure safe and easy movement around the kitchen.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are arranged to enable children to have free access to outdoor play at all times. As a result the playroom is not consistently warm. Children do not complain of this as they are warm through their constant activity. The pre-school room is arranged to allow children to have easy access to all areas of play including a comfortable reading corner with ample natural light. Activities such as sand and water are located outside the main playroom as indoor space is somewhat restricted. The building is welcoming for children and parents as they enter the building from two main doors. Children's art work is not abundant although some displays are available including adult led displays on winter and mask making.

There is ample furniture for children to rest, eat and play comfortably and resources are age and developmentally appropriate. Resources are checked for safety and soft furnishings washed regularly. Children can access resources independently and safely as staff set out activities on table tops at the beginning of the day. Children are able to move around freely making their own choices as they play without restriction.

Children are protected from harm as staff choose equipment of sufficient quality for the children's use. The playground is checked every morning to ensure there are no hazards. Early in the day the hand washing water is hot to the touch. Staff report that this is not normally the case as the water tank is small and empties quickly before children arrive. The pre-school has frequent break-ins. On both days of the inspection the police are called to investigate the break-ins during the inspection. Security is not robust and entry to the pre-school is not monitored sufficiently. Staff present a plan of the site and supporting documents of how they strive to improve security of the premises to the best of their ability. Fire drills are practised regularly and secure evacuation procedures are clearly displayed on the walls of the pre-school.

The manager and staff have sufficient understanding of how to safeguard children. They have a reasonable awareness of the different types of abuse and what to do if they have concerns of children's well-being. They are aware of where to report concerns and what to do if an allegation is made about a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy choosing what they like to do. Special regard is taken of Birth to three matters to take their needs into consideration. Staff sit with children at tables decorating pre-cut masks from black paper. They make different sized puzzles on table tops and on the floor. Older children talk to new children in the group and they discuss their names explaining which names are the same. Children enjoy dressing up as doctors and explain that they are looking after pets and children. They help each other dress up showing great care as they arrange one another's hair without catching it in the Velcro fastenings.

Nursery Education

Children play enthusiastically at a table matching cards as they share a game together. They sit at tables with pens and stencils for long periods of time enjoying one to one attention from staff. They take great care with the colouring and enjoy the praise they receive for their work. Children are beginning to understand that words have meaning. However, children do not have a consistent range of opportunities to recognise written letters and words. There are few letters displayed in the pre-school room.

Children sit on a carpeted area for stories and singing. They play excitedly in a group as they fit animals into their houses. They have a good awareness of which animals need big houses or small houses. They listen carefully to a story of a caterpillar which they thoroughly enjoy. They recite the days of the week with some accuracy. They learn to count different fruits as they listen to the stories. They talk about what a caterpillar should eat and what makes him feel sick. They learn about the cocoon of the caterpillar and they learn about the emerging butterfly. They know their colours as they examine the butterfly pictures and talk about how beautiful they are.

Children are keen to carry their doctor's kits around the pre-school, filling and rearranging their contents at regular intervals. Children help one another to put on their nurses caps, they explain that you wear them "in case you ouch your head". The children enjoy dressing up as police men and women which helps them learn about important people in the community. They have a good selection of clothes which are easily accessible. They ask each other for help in dressing up and they know they need a black jacket to go with their helmets if they are members of the police. Some children get upset when others say they are 'calling the police'. Staff quickly

console them and talk about how the police help people and not to be afraid. Children count the pieces of medical equipment in their doctor kits, they talk about how many doctors there are and how many doctor's uniforms they need. They have a good understanding of numbers one to five and have good experiences at learning maths through their play.

Children call out loud to each other to announce it is circle time. They form the circle and sit down with the pre-school leaders. They take turns at holding the portfolio of songs. They discuss who has had a turn and who has not. They are learning about sharing.

Children listen carefully to the calling of the register. Although they have been entered in the register of attendance as they arrive for the day, the calling of the names gives them an opportunity to respond as they hear their name called. This procedure helps keep children safe, prepares them for moving onto school and helps them learn more about listening.

Children play outside with a large matching game. They play with balls and small hoops which they use imaginatively on their bikes. There are plenty of opportunities for imaginative play and plenty of opportunities for physical development.

Children sing in a circle, sometimes pausing to look around and listen. They sing about someone with a hat on, passing the hat round the circle. They are praised for good sharing and taking turns. Children are able to count the number of children in the circle, they count effectively up to 14. They count how many girls and how many boys. They count six girls and eight boys. They learn that they must put up their hands and that if they do not have a turn one day they may have a turn the next day. This teaches children about the passing of time and helps them to learn patience as they play. Some of the children are able to count adults and children together up to 19. They sing about buses and learn about going up and down on the buses. They act out the roles of dads, babies and mummies on the bus with great enthusiasm. They learn about paying money for tickets on the bus journey. There is no mention of more modern methods of payment for their journeys.

Children enjoy making play dough together. They mix and they measure ingredients with great delight. They talk about eating pancakes as it is pancake day. They play co-operatively and they are excited to cut out the dough at the tables. Others watch the dough making. They share the equipment and check with one another to see that everyone has some dough. They talk about liking lemon, butter and sugar on pancakes. They are learning that individuals have different preferences.

Children enjoy making strawberry jam sandwiches, spreading the jam and choosing berries to put on top. The children concentrate as they make the sandwiches and enjoy eating their finished product. Some children wash their hands before starting and some need reminding.

Children are fully engaged making musical instruments. They know they are using rice and pasta to fill containers in order to make shakers. Children have extensive opportunities to talk about pasta and how it is made. They enjoy describing the pasta which they say is 'curly wurly'. They pour rice into the shakers independently and they use scissors to cut corrugated paper to decorate their shakers. They struggle with the cutting and accept some help when the task is too great. The children are learning how to accurately secure the materials using rubber bands, glue and tape. There is great concentration as the children complete their work.

Children are engrossed in their story sessions, they listen to the story of a fox and a gingerbread man and answer all the questions which the leader asks. They are asked for their favourite

songs, they sing about currant buns and learn good mathematical calculations as the currant buns are sold.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage supported by regular training. Activities are planned according to the early learning goals and staff evaluate activities regularly. Good quality observations are made and accurate records kept of what children can do. This includes both written and photographic evidence in the children's profiles. Staff consistently receive good quality support from the early years development team in the local authority. Staff encourage and extend the children's learning. They carefully plan for the next step in their learning through observation and evaluation.

Helping children make a positive contribution

The provision is good.

Children are happy in the pre-school as their needs are effectively met within the setting. Special regard is taken of Birth to three matters and children's needs under the age of three are taken into consideration. A thorough equal opportunities policy is in place and equality is successfully promoted. Children play with different coloured papers and paints to depict differing skin tones. They also play with small figures portraying different cultures. There is a good range of books to reflect positive images of culture and ability. Children who are new at the pre-school are spoken to in their first language whenever possible. They have plenty of opportunities to have a quiet one to one session to help them settle into the routines of the pre-school. They thrive on this attention and they settle in successfully. Many festivals are celebrated within the pre-school and special efforts are made for individual children's celebrations. Parents are invited to come into the setting and often food is shared so that children learn first hand about cultures other than their own.

Children with learning difficulties and disabilities are welcome in this setting as staff have a positive attitude towards making the pre-school a welcome place for all children. Staff discuss a variety of needs of children so that children learn about the needs of others. Staff are dedicated to improving their own awareness and this means that staff are prepared for children with different abilities at all times. Staff seek specialist help which helps them be prepared to offer appropriate support for any children. Careful consideration is given to the layout of the room if children are present who find changes in the environment to be disturbing. Named members of staff are trained in looking after children with learning difficulties and disabilities. Books and resources are sourced from the public library to assist staff for specific needs that arise.

Children are well behaved as staff manage their behaviour well. Posters to promote positive methods of handling children are clearly displayed. Children are encouraged to 'use words when they are angry' as depicted on a poster. Children behave well as staff set simple and clear guidelines for acceptable behaviour. Children are stimulated, praised and kept busy. Children who may experience brief periods of 'time out' are never left unattended. Children are encouraged to share, take turns and be respectful of one another. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers of children who receive nursery education is good. Most parents are working parents and therefore have limited time to be involved in the day to day running of the pre-school. However, parents contribute to the pre-school in various ways. Some are involved in the care of their children at times of outings and for occasions such as music or story telling. Children are eager that their parents might take part in an activity. Parents comment at the inspection that staff are loving and caring. They state that their children always

want to come to the pre-school and that they run ahead to get to the setting quickly. Parents state that their children have learned many songs, that the staff are good in their roles and they have 'happy kids' with no complaints whatsoever. Parents state that their children speak more than one language at home and are speaking English in the pre-school. Other parents state that the pre-school has brought their child out of themselves, and how they have become more confident and less clingy. Parents state that they are kept up to date with what their children have been doing. Parents state that children can sing all the nursery rhymes, some that are not known by the parent. Parents state that following a nature walk in the park with the pre-school, the children speak about it enthusiastically at home. Parents are kept up to date about their children's progress through well organised children's profiles, newsletters and regular consultations.

Organisation

The organisation is good.

The leadership and management of the setting is good. The manager and committee of the pre-school share the management of the setting in an efficient manner. They are clear on their roles and have an accurate understanding of the strengths and weaknesses of the pre-school. They are committed to the improvement of the pre-school and are actively seeking development of the staff and the committee. The pre-school practice is effectively influenced by regular training and newsletters. Staff address all key issues as raised at the last inspection. They monitor and evaluate the quality of care and education by compiling accurate written and photographic observations. Staff identify that regular staff meetings are strategic for good communication which helps provide a good setting for children to learn through play and to develop at their own pace.

Children share good relationships with staff that have been thoroughly vetted for their suitability to work with pre-school children. There are effective procedures in place to ensure appropriately qualified staff are employed. Children benefit from the combined knowledge of the staff team. Staff attend training to increase their awareness in supporting speech and language development, managing children's behaviour, first aid and safeguarding children.

The registered provider remains suitably qualified to work with young children. The person in charge on a day to day basis is scheduled for assessment as a suitable person by the regulator. She has suitable qualifications, a current CRB disclosure and has a good understanding of significant changes that require notification to the regulator.

Children's welfare and individual needs are well met by the staff who have accurate records in place to support their understanding of each child. Records are kept confidentially which maintains the children's privacy. The certificate of registration is clearly displayed and the attendance record is complete and supported by a parents' signing in sheet. The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to: ensure that all persons including the committee and the staff members working with the children have current and suitable CRB checks clearance (this has been outstanding since the previous inspection). This has been done which helps safeguard children; ensure that documentation about the vetting procedure, is always available for inspection by the early years child care inspector. This has been completed which helps keep children safe; ensure that information about staff training and qualifications is accessible

on the premises at all times. This has been done which ensures that children are looked after by suitable people and therefore helps keep children safe.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- improve risk assessment of premises to ensure the temperature of water is regulated at all times, security to the building is effective and kitchen equipment including electric appliances are appropriately located to prevent accidents

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):

- ensure children have sufficient opportunities to learn the meaning of written words

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk