

Holland Park Pre-School

Inspection report for early years provision

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Inspector	Deborah Jane Orchard

Setting address	Abbotsbury Road, Stable Yard, Holland Park, London, W8 6LU
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Telephone number	020 7603 2838
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Email

Type of setting	Childcare - Non-Domestic
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Holland Park Pre-School has been running for a number of years and was re-registered in 2003. It is an independent charity, run by trustees. The pre-school operates from one main playroom in a single storey building situated in Holland Park, in the Royal Borough of Kensington and Chelsea. A maximum of 19 children from two to eight years may attend the pre-school at any one time; of these, no more than six may be under three years. There are currently 28 children within the early years age group on roll. Children can attend for a variety of sessions. The pre-school is opened each weekday from 9am to 3.30pm, term time only. All children share access to a secure, enclosed outdoor play area.

The pre-school is in receipt of funding for the provision of free early education to children aged three and four. The school supports children who speak English as an additional language.

The pre-school employs four staff, including the manager. Of these, all hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school is a member of the National Day Nurseries Association. The pre-school offers extra curriculum activities in sports and music and movement, which are provided by external companies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are having a lovely time in this nurturing and friendly environment. The staff recognise each child as an individual. The setting provides a stimulating range of activities, which support children in making good progress in all areas of their learning and development. Overall, the setting is well organised to meet the needs of children attending. The manager and team reflect on their practice. They use their written self-evaluation to identify their key strengths and areas for further development, demonstrating their capacity for making continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- display lists of words from home languages used by children in the setting and invite parents and practitioners to contribute to them
- provide opportunities for regular staff supervision and appraisals to support continuing professional development.

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of safeguarding issues. There is a named person for child protection issues and the setting provides a suitable safeguarding policy, which contains the required detail. There are clear vetting procedures to check the suitability of staff. Regular risk assessments are carried out to safeguard children's welfare and enable them to remain safe within the setting. A comprehensive range of policies and procedures underpin practice and support the team in providing a good service.

The setting is led by a committed and supportive manager. The enthusiastic staff team work well together, communicating and sharing their ideas. Staff have opportunities to attend some relevant training, to enhance their knowledge. They meet to discuss planning for children. However, clear processes for the supervising and appraisal of staff are not yet fully developed. Written self-evaluation enables the setting to review their practice and identify areas of strength and consider how they can drive further improvements. The setting has addressed the recommendations previously raised at inspection, improving outcomes for children.

The environment is well organised, providing opportunities for children to move around freely and make choices in their play. There is good free-flow from indoors to outside. The environment is inclusive, enabling children and adults to feel comfortable and relaxed. All the toys and resources are kept in good condition and made easily accessible, enabling children to make independent choices. There is a wide range of resources available to promote children's understanding of diversity. Equality and diversity is celebrated through recognising festivals and participating in a variety of activities, which help children develop respect and understanding of others. Children who speak English as an additional language are well supported. The team includes staff with knowledge of other languages and they have attended language training. Small language groups are run by a speech therapist from the setting.

The setting recognises the importance of working in partnership with parents. The strong relationships the staff share with parents enable children to receive good continuity of care. The parents are made welcome in the setting and are greeted each day by friendly and approachable staff. There is an informative notice board available, enabling parents to find out key issues about the provision and programmes on offer in the setting. Regular newsletters and discussions help to keep parents informed about all aspects of their child's day. In addition, the parents have opportunities to attend parent open evenings, where they can discuss their child's progress and find out about the activities the setting provides. Written and verbal feedback from parents and carers indicates they are very happy with the care their children receive. The setting makes links with local schools. They provide written information and prepare activities to support children in their transition to new settings. The setting works closely with parents, following any individual plans for children who have intervention from outside agencies.

The quality and standards of the early years provision and outcomes for children

Children are happy and confident in this friendly, calm and relaxed environment. All children show a strong sense of belonging, as staff are attentive and recognise each child is unique. The staff team have a secure knowledge of children's individual needs, interests and abilities. They take account of children's starting points and make sensitive observations of children during play. This enables them to effectively plan and provide a stimulating range of experiences, which support children in making good progress in all areas of their learning and development. Records of children's development are kept in their individual profiles, alongside photos and examples of their work.

Children freely access a wide range of books; they enjoy looking at these independently as they snuggle under the blanket with their friends. A range of mark-making resources, including pens, pencils and brushes, are easily accessible, enabling children to develop their small muscle movements. Children have fun dressing up in chef's hats and develop their writing skills as they pretend to create menus. They share positive relationships with each other, understanding the need to co-operate and resolve things by themselves. Children are developing a good understanding of the wider world as they play with resources which reflect diversity. However, children have less opportunity to see written words in other languages.

Children learn about the natural world as they dig in the outdoor area. They watch the snails and worms move in the soil tray and draw their own images of these. Children develop their skills for the future as they play with programmable toys. They become absorbed in problem solving activities, building with a variety of construction toys. The staff team introduce numbers and mathematical concepts during play. Children weigh and measure as they make their homemade play dough. They behave well, learning to take responsibility and tidy up. They receive lots of encouragement from staff, who are positive role models, talking politely and calmly. Children laugh and squeal with delight as they play, chasing and blowing bubbles outside.

The setting is supporting children well in developing a good understanding of healthy lifestyles. Children help themselves to a range of fresh fruit and water, which they self-select from the snack board. They enjoy their packed lunches whilst sitting together at the table. They use good manners and develop their social skills as they chat happily to the other children and staff. They make healthy eating pictures and display these on the wall. Children are able to gain a good awareness of how to keep safe. For example, they participate in evacuation procedures, enabling them to know what steps to take in an emergency situation. They learn how to take risks when using the large apparatus in the adjacent park. They are able to feel safe as staff supervise them well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met