

Holland Park Pre-Prep School & Day Nursery

Holland Park Pre Prep School, 5 Holland Road, London, W14 8HJ



Inspection date

8 December 2015

Previous inspection date

9 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Systems to monitor the quality of teaching are not fully embedded. This means there is inconsistency in practice. For example, adults do not always allow children enough time to think and respond to questions.
- Adults do not always pay enough attention to planning activities outside to make the most of learning opportunities, particularly for those children who prefer to learn outdoors.
- Adults do not always help children in the Acorn room to gain a secure understanding of what is right from wrong or help them understand why sometimes they need to wait their turn.

It has the following strengths

- Younger children explore the feel of different materials when they hide in the sensory box. They wait in anticipation and squeal with delight when adults find them.
- Children of all ages show a real interest in stories and develop skills for reading. They share a book and become animated as they successfully find the ladybird on the page.
- Children enjoy singing songs in different languages, such as Spanish. This helps them to have an awareness of the different languages children speak at home.

What the setting needs to do to improve further

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

- embed the system for monitoring the quality of teaching in order to ensure practice is consistently strong and children are supported to make the best progress possible whether they choose to learn inside or outdoors
- make sure adults fully support children's developing communication and language skills, particularly by leaving enough time for children to think and respond to questions
- ensure all staff are consistent in providing clear explanations for children so they understand what behaviour is acceptable.

Inspection activities

- The inspector observed activities across the nursery and in the outdoor area.
- The interim manager showed the inspector areas of the premises that were out of use due to building works.
- The inspector spoke to children and staff, including new room leaders at appropriate times during the day and held a meeting with the interim nursery manager.
- The inspector carried out joint observations with one of the room leaders.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records, planning information, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

New leaders and managers have quickly begun to review and evaluate practice. They invite parents and other professionals to share their views to help identify what needs to improve. For example, a speech therapist has observed practice to help adults know how to support children's communication skills. Improved systems for monitoring the quality of teaching are at an early stage. Recent changes to management and the implementation of regular meetings and training sessions help adults feel part of a team. They are supported well to identify where they need to improve. Safeguarding is effective. The environment is checked daily to make sure any risks are minimised. The nursery's safeguarding policy is updated regularly. Adults understand what to do to keep children in their care safe. A robust collection procedure means adults know who can collect children and what to do if someone unknown arrives at nursery.

Quality of teaching, learning and assessment requires improvement

Adults use observations of children's learning to identify what children should do next. They use this information to plan focused activities that build on children's interests well. Older boys work independently as they complete floor puzzles, while an adult helps a younger child to think about where the different pieces fit in a favourite train puzzle. Outside, younger children enjoy splashing in the puddles and adults help older children to walk along the balancing beam. However, adults do not always plan activities to make the most of learning opportunities outside. Adults provide a range of opportunities for children to develop their skills for writing. Children enjoy using their fingers to make patterns in the foam and say it feels 'squelchy'. Adults model language well and describe what children are doing as they play. However, they do not always provide children with enough time to respond to questions before moving onto the next one.

Personal development, behaviour and welfare require improvement

Adults get to know children well. They find out key information from parents when children first start at nursery and continually involve them in children's learning. Younger children readily go with adults to have their nappy changed. This is because adults make the most of this routine time to communicate with children and talk about their play. Children, including the youngest children, move confidently and safely indoors as they make choices in their play. Children know they need to share resources but adults do not always help them understand why or make sure everyone gets their turn. Children get on well and show concern when others get upset. They become independent and learn to manage their personal needs. They blow their nose and dispose of used tissues as they talk about preventing germs spreading and keeping healthy.

Outcomes for children require improvement

Leaders and managers have effectively reviewed the system in place to check where children are at in their learning and this is embedding well. Overall, children work within the range of development typical for their age. They make steady progress in their learning and gain a range of skills they need to move on in their learning, including being ready for school.

Setting details

Unique reference number	EY298494
Local authority	Kensington & Chelsea
Inspection number	1017433
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	75
Number of children on roll	47
Name of provider	Kitty Caroline Anne Mason
Date of previous inspection	9 October 2014
Telephone number	020 7602 9066

Holland Park Day Nursery was established in 1990 and operates from Holland Park Pre-Preparatory School. The independent school is subject to a separate inspection. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is in receipt of funding for the provision of free early education to children aged two-, three-, and four-years-old. It supports children who are learning to speak English as an additional language. The nursery employs 19 members of staff, of whom, 11 hold relevant childcare qualifications. The nursery is broadly based on the Montessori educational approach.

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