

Holland Park Pre-School

Abbotsbury Road, Stable Yard, Holland Park, London, W8 6LU



Inspection date 2 February 2016
Previous inspection date 17 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The provider has failed to notify Ofsted about all members of the committee and to ensure all members have undergone appropriate checks to ensure they are suitable for their role, which means children's safety cannot be fully assured. This breach relates to the associated requirements for the Childcare Register.
- Staff do not share information with other settings that children attend to promote a shared approach to children's learning and development.
- The manager does not use all information obtained through monitoring children's progress to identify more accurately children who may need additional support.
- Staff do not always make use of all opportunities throughout the day to extend further children's early writing skills.

It has the following strengths

- Staff are kind and caring and children feel safe and secure. Children enjoy their time at the pre-school and settle well.
- Parents are very happy with the care and education staff provide for their children. They are pleased with the range of information staff provide about their children's progress, such as through daily verbal updates and regular reviews.
- Staff establish suitable links with other professionals, such as speech and language therapists, to adequately support individual learning needs. Overall, all children make progress relative to their starting points on entry.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ inform Ofsted of the names, dates of birth, addresses and telephone numbers of members of the management committee (compulsory part of the Childcare Register).	03/02/2016
■ develop partnerships with other settings that children attend to promote consistency in children's learning and development.	02/03/2016

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

- increase opportunities for children to practise their early writing skills during everyday activities
- improve monitoring systems to identify more clearly groups of children who may need additional support, to help them make greater progress in their learning.

Inspection activities

- The inspector observed activities in the pre-school and in the outside space.
- The inspector spoke to members of staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documents, evidence of the suitability of staff, and a range of the setting's policies and procedures.

Inspector

Vanessa Linehan

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers are committed to driving improvement at the pre-school. However, they do not understand all the requirements fully. For example, they have not notified Ofsted of all members of the committee to ascertain their suitability. However, the impact on children's safety is not significant, particularly as members do not have unsupervised access to children and all meetings take place away from the pre-school. Safeguarding is effective. The manager and staff are aware of the procedures for safeguarding children. They know the action to take for reporting any child protection concerns they may have about a child in their care. All staff working directly with the children are suitably vetted. Staff benefit from additional support, such as training to improve their knowledge. Additionally, the manager provides regular support to enhance staff teaching skills.

Quality of teaching, learning and assessment requires improvement

Staff find out about children's abilities, for example, they gather information from parents when children start at the pre-school. However, the manager does not precisely monitor the progress of all children, particularly those that may require additional support to address any emerging gaps. Furthermore, staff do not share information with other settings that children attend, which results in some children not benefiting from a shared approach to meeting their care and learning needs. Nevertheless, staff generally observe and assess children's learning and development and provide suitable activities, which reflect their interests. However, opportunities for children to enhance their early writing skills are not always available. Despite this, children have access to a suitable range of toys and resources, and freely make their own play choices. For example, children enjoy building pirate ships from construction resources, both indoors and during outdoor play.

Personal development, behaviour and welfare require improvement

Staff generally create a safe environment for children to explore. However, due to inconsistencies in ensuring the suitability of all those connected to the setting, children's welfare is compromised. Staff encourage children to be independent. For example, they ask children to put their own chairs away and hang up their coats. Staff set clear boundaries, and ensure that children are kind to one another and play cooperatively. They praise children's achievements and support their self-esteem. They ensure that children benefit from healthy snacks and encourage them to eat healthily. For example, they talk about different fruits and vegetables during lunch. Children enjoy fresh air and develop their physical skills, for example, when balancing on wooden blocks outdoors.

Outcomes for children require improvement

Staff ensure children move steadily towards the early learning goals and gain the key skills they need for the next stage of their learning and the move on to school.

Setting details

Unique reference number	105699
Local authority	Kensington & Chelsea
Inspection number	839330
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	19
Number of children on roll	23
Name of provider	Holland Park Pre-School, Committee
Date of previous inspection	17 May 2012
Telephone number	020 7603 2838

Holland Park Pre-School registered in 2003. The pre-school is situated in Holland Park, in the Royal Borough of Kensington and Chelsea. The pre-school is open each weekday from 9am to 3.30pm, during term time only. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs four staff, including the manager. Of these, all hold appropriate early years qualifications.

This inspection was carried out by Ofsted 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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