

# My Little Hive Pre-School

St Mary Of The Angels Church, 26 Artesian Road Basement, London, W2 5DN



## Inspection date

28 April 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children benefit from a well-organised and stimulating environment. Children independently choose from a wide range of resources and activities.
- Staff have a good knowledge of how children learn and develop. They monitor children's progress and use the information to plan for their individual needs. All children progress well in their learning and development.
- Children benefit from a safe, secure environment where they have a range of opportunities to learn about diversity and the world around them.
- Management has effective self-evaluation arrangements in place to monitor the provision. Staff regularly reflect on the quality of the provision to identify areas for development and promote better outcomes for children.

### It is not yet outstanding because:

- Although the partnerships with parents are good overall, staff do not always make full use of the settling-in time to gain as much information as possible from parents to target support for children from when they very first start.
- Staff do not always encourage parents to share their children's learning experiences at home, to strengthen their assessment even further.
- Children are not always challenged or given enough opportunity to extend their learning and improve their thinking skills.

## What the setting needs to do to improve further

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

- encourage parents to share more detailed information about their children's early achievements, in order to identify children's starting points and plan effectively for their individual learning needs
- encourage parents to share their children's learning experiences at home, to strengthen assessment even further
- make the most of opportunities to challenge and extend children's learning.

### Inspection activities

- The inspector observed children as they engaged in activities.
- The inspector conducted a joint observation with the manager to evaluate the quality and impact of teaching.
- The inspector sampled documentation, including children's development records, planning, suitability checks, and policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection.

### Inspector

Phyllis Cooper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to identify and report any concerns regarding the welfare of children. There are effective recruitment and induction procedures in place to check the suitability of staff. The manager uses observations and meetings effectively to support staff and improve their practice. Staff conduct daily safety checks to help ensure children explore the environment safely. The manager actively seeks the views of parents, staff and children to evaluate the provision and make improvements.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a good understanding of the requirements of the Early Years Foundation Stage. They maintain a very positive relationship with parents. Staff monitor children's ongoing progress effectively. They carry out regular observations and assessments of children's learning, which they use to plan for their individual needs. Children make good progress in their learning and development. Staff place a good focus on supporting children's language and communication. For example, they use simple words and phrases, repeat words and praise children for their efforts. Children's imaginative skills are developing well. For example, children enjoy their time in the role play area where they iron clothes and make tea for each other.

### Personal development, behaviour and welfare are good

Children are happy and settled. They share close relationships with the staff and each other. Children have control over their own learning as they independently access a wide range of toys and resources. Children benefit from nutritious and healthy snacks, which take into account their individual dietary needs. They follow good hygiene routines, such as washing hands when coming in from outdoors, after using the toilet and before mealtimes. Children learn to share, take turns and manage their behaviour. For example, staff give clear explanations of boundaries and teach children to be kind to each other.

### Outcomes for children are good

Children are confident learners and eager to take part in activities. They make good progress in all areas of learning. Children are able to listen well, and are developing good mathematical and literacy skills in readiness for their move on to nursery or school. For example, children share books and retell stories. They count and name shapes and colours as they play.

## Setting details

<b>Unique reference number</b>	EY489104
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1021461
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	My Little Hive Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02072215140

My Little Hive Pre-School registered in 2015. It is situated in Notting Hill, in the City of Westminster. The pre-school opens from 9.30am to 4.15pm, 44 weeks per year. Four members of staff work with the children, including the manager, all with suitable childcare qualifications. The provider receives funding for the provision of free early education to children aged two, three and four years.

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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