

Hyde Park Village Nursery School

35 Craven Terrace, London, W2 3EL



Inspection date

6 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The manager does not have a suitable understanding of the correct procedures to follow in the event of an allegation being made against a member of staff. This compromises children's welfare and is also a breach of the Childcare Register requirements.
- The management team does not monitor the ongoing suitability of staff effectively, as required. This is also a breach of the Childcare Register requirements.
- Staff do not use observation and assessment effectively to accurately identify children's abilities. They do not plan activities that successfully build on what children know and can do. Children do not make good progress towards the early learning goals.
- Staff do not gather precise information from parents about children's abilities and interests when they start and as part of their ongoing monitoring of children's learning. Staff do not provide the necessary support to help children engage in group times or help them to manage their feelings and behaviour appropriately.
- Staff do not plan a balance of indoor and outdoor play opportunities for children. This inhibits the learning of children who learn better outdoors.
- Self-evaluation is weak and does not ensure that all breaches of requirements are identified and acted upon appropriately.

It has the following strengths

- Staff plan some enjoyable activities for children and are friendly towards them.
- Babies receive good quality care and staff interact well with them to support their play.

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
<ul style="list-style-type: none"> ■ develop a suitable understanding of the correct procedures to follow in the event that an allegation is made against a member of staff, and ensure this is reflected in the setting's safeguarding policy and procedure, to protect children's well-being 	20/07/2016
<ul style="list-style-type: none"> ■ implement effective systems to ensure the ongoing suitability of staff, including making sure that staff know they must share information that may affect their suitability to work with children 	20/07/2016
<ul style="list-style-type: none"> ■ improve the use of observations and assessments, and gather initial and ongoing information from parents, to identify what children know and can do, and to identify and plan for the next steps in children's learning to help them make good progress. 	20/07/2016

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

- take greater account of children's individual needs and stage of development when planning group activities to help children engage and benefit from all learning experiences
- provide support and guidance to help children manage their feelings and behaviour
- review the balance of activities offered indoors and outdoors, to support children who learn best outdoors
- make effective use of self-evaluation to identify all weaknesses in practice, close gaps in professional knowledge and to rectify all breaches in requirements, to improve the quality of the provision.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff's observations and planning, and a range of policies and documentation, such as those relating to suitability of staff and safeguarding procedures.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager does not have an adequate awareness of how to handle safeguarding concerns correctly. She does not understand her responsibility to report any concerns without delay in accordance with Local Safeguarding Children Board procedures. The management team does not check staff's ongoing suitability for their roles. For example, the team does not tell staff that they must inform them of any changes that may affect their suitability, including becoming disqualified by association. Staff have some opportunities for professional development, but these have failed to target weaknesses in teaching practice. Staff have friendly relationships with parents and share some useful information with them about their children's learning. However, staff do not gather detailed information from parents to help them to effectively monitor children's ongoing progress over time.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff plan some suitable experiences for children. For example, children enjoy making modelling dough from flour, water and oil, and they talk about their experiences of cooking at home. However, staff miss opportunities to extend children's knowledge and skills during the course of their play. Children are keen to explore their environment, but even though staff know that some children learn better outdoors, they limit their outdoor play opportunities. Children enjoy joining in with action songs and rhymes, but group times are sometimes disrupted because not all children receive the support they need to engage them in the activities.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised by the significant weaknesses in relation to safeguarding matters. Staff give insufficient support to ensure all children are able to manage their feelings and behaviour. This affects children's ability to engage in activities and develop the social skills they need for their future learning. Staff encourage good hygiene practices and teach children about how to stay healthy. Children enjoy the healthy snacks provided. Staff use risk assessment effectively to minimise any potential hazards and maintain a safe environment. Staff respond sensitively to children's physical care needs.

Outcomes for children require improvement

Children gain some independence skills and develop suitable physical skills. Children learn to be creative and take part in imaginary play activities. They enjoy playing in the mud kitchen and home corner, and like to dress up. However, children do not make consistently good progress in their learning due to weaknesses in teaching and the lack of challenge in the activities provided. Children are not well prepared for future learning.

Setting details

Unique reference number	EY477690
Local authority	Westminster
Inspection number	974355
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	25
Number of children on roll	7
Name of registered person	Frances Jean Preston
Registered person unique reference number	RP516064
Date of previous inspection	Not applicable
Telephone number	07788486849

Hyde Park Village Nursery School registered in May 2014. It is situated in the London Borough of Westminster. The nursery school is open each weekday between 7.30am and 6pm all year round. A team of four staff is employed to work directly with the children. Two members of staff are qualified to level 3 and two members of staff are unqualified, working towards a level 2 qualification. The setting receives funding for the provision of free early education for children aged two, three and four years.

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