

Hyde Park Village Nursery School

35 Craven Terrace, London, W2 3EL



Inspection date

23 November 2016

Previous inspection date

6 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider does not ensure there is a named deputy manager in place to take responsibility for the setting in the absence of the manager.
- The systems for monitoring and coaching staff are in their infancy. This has not had a positive impact on raising the quality of teaching. Staff's understanding of how to complete accurate assessments and track children's development is not good enough. This limits children from making consistently good progress.
- Occasionally, staff do not plan the routines effectively enough to give children sufficient time to explore and develop their concentration fully.
- Self-evaluation is not used effectively to identify and address all weaker areas of practice and improve outcomes for children.

It has the following strengths

- The provider has made positive changes to the provision since the last inspection. For example, she has made improvements to the safeguarding procedures and in checking staff's continued suitability to work with children.
- Children's behaviour is good. Staff are kind and caring. They value and respect all children and provide clear expectations and boundaries.
- Staff focus well on keeping parents up to date. They talk to parents about their children's day and the care and learning they have provided.
- Some staff are bilingual and provide opportunities for children to learn German.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure there is a named deputy manager who is capable and qualified to take charge in the manager's absence	04/01/2017
■ improve the process of mentoring and coaching staff to make better use of their teaching skills, and to support them in their knowledge of ongoing assessments and tracking of children's development.	04/01/2017

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

- plan daily routines more effectively to enable children to continue with their activities to develop their concentration and exploration skills more fully to aid their learning
- strengthen the effectiveness of self-evaluation to ensure it targets the areas for improvement accurately to enhance outcomes for all children.

Inspection activities

- The inspector spent the majority of time observing the children in the nursery and in the garden.
- The inspector sampled documentation including children's records, policies and procedures, accident records, risk assessments, planning and self-evaluation.
- The inspector held discussions with the provider, manager and staff.
- The inspector talked to parents to obtain their views about the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has addressed the areas for improvement identified at the last inspection. For example, management understands its responsibilities for safeguarding and recruitment to ensure staff's suitability. The provider has now made significant changes to the nursery. For example, she has employed a new staff team and changed the systems for how staff observe and assess children's development. However, she has not employed a deputy manager to cover in the manager's absence, as required. Although the new manager has implemented supervision processes to support staff, these are new and have not had an impact on raising the quality of teaching. Safeguarding is effective. All staff have a sound understanding of child protection issues and the procedures to follow if they are concerned about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff set up the playroom with a range of activities to encourage children's interest to play and learn. Children gain some skills in becoming independent, for example, when they make free choices about their play. Children enjoy exploring ice painting, making marks and watching how the ice blocks gets smaller. However, the quality of teaching is not consistently good. The provider has recently introduced new systems for the staff to observe and assess children's progress. Staff are developing their understanding of how to use these effectively to support them in tracking children's progress and fully identifying children's next steps in learning. Routines are not planned effectively enough. For example, staff change the activities too frequently and do not give children enough time to explore the toys at their own pace to fully develop their concentration skills.

Personal development, behaviour and welfare are good

Good procedures help children to settle in quickly when they first start. For example, staff have discussions with parents and obtain useful information about children's starting points. Children arrive happily. They confidently wave goodbye to their parents and settle quickly, with reassurance from their key person. All children enjoy daily opportunities to develop their physical skills and have opportunities for outdoor play. For example, they take part in weekly organised physical-education sessions.

Outcomes for children require improvement

Children develop some useful skills to assist them in the next stage of their learning, but they are not suitably challenged to make more rapid progress. Children learn to share, take turns and develop independence skills in preparation for starting school. However, weaknesses in monitoring staff practice and in the teaching and assessment processes mean that children are not consistently supported to make good or better progress.

Setting details

Unique reference number	EY477690
Local authority	Westminster
Inspection number	1056792
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	1 - 3
Total number of places	28
Number of children on roll	7
Name of registered person	Frances Jean Preston
Registered person unique reference number	RP516064
Date of previous inspection	6 July 2016
Telephone number	07788486849

Hyde Park Village Nursery School registered in May 2014 and operates from the basement of the Lancaster Hall Hotel in Lancaster Gate, in the London Borough of Westminster. The nursery school is open each weekday between 9am and 4pm, for 45 weeks of the year. The nursery employs five staff, four of whom hold relevant childcare qualifications.

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