

# Holland Park Pre-School

Parks Office, Stable Yard, Holland Park, London, W8 6LU



<b>Inspection date</b>	11 January 2017
Previous inspection date	2 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The highly effective managers have an excellent range of incisive monitoring systems in place to ensure excellence in all areas. Self-evaluation is used accurately to drive this continuous improvement and staff share this vision of achieving exemplary practice. Managers and staff have worked tremendously hard and have raised the quality of the provision to the highest level.
- Teaching is highly responsive to children's interests and needs. Staff plan an exciting, varied and imaginative range of activities in which children are enthusiastic to take part. Children make excellent progress in all areas of their development.
- Staff form highly effective partnerships with parents and other professionals. Parents are very closely involved in reviewing their children's progress and continuing their learning at home.
- The environment is exceptionally inviting and warm. Resources are particularly stimulating, organised well and readily accessible to children. Children have numerous opportunities to develop their independence skills and to make their own choices about their learning.
- Staff are highly supportive of children's emotional well-being. Children form extremely secure and trusting relationships with their key person and other adults.

## What the setting needs to do to improve further

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

- continue to extend opportunities for children to learn more about and to use technology, to increase their understanding of the world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and evaluated the learning activity together.
- The inspector looked at documentation, including children's records and assessments, staff suitability checks and some of the setting's policies and procedures.
- The inspector held discussions with the managers, and spoke with children and staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Managers and staff place a huge emphasis on providing an extremely safe and secure environment for children to thrive. Staff have an excellent understanding of how to recognise and report any concerns about a child's welfare. Managers ensure that recruitment processes are thorough to check staff suitability. Staff are extremely well supported by the managers in their role. They receive exceptional coaching and mentoring, including a wide range of training opportunities, to maintain their professional practice. Managers monitor children's progress and the learning programme meticulously. They are keen to build further opportunities for children to learn about the use of technology to support their understanding of the world. Precise tracking of individual children and of groups is monitored carefully to identify and close gaps in learning rapidly.

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

Staff have an excellent knowledge of children's individual learning needs and play preferences. They are meticulous in using observations to assess children's development and to identify challenging next steps for their learning. Staff give children time to play uninterrupted and explore their ideas thoroughly. For example, children become completely engrossed as they work out how to make the cornflour a solid by holding it tightly then releasing the grip to allow it to run through their fingers. Children are captivated and listen attentively to the exciting stories that staff enthusiastically read. Staff teach children how to listen to the sounds of words. For example, children learn to link sounds to letters of the alphabet to make words.

### Personal development, behaviour and welfare are outstanding

Highly effective settling-in procedures ensure that staff fully understand children's individual care needs. Children are very happy, settled and quickly develop a strong sense of belonging. Staff consistently support children's health and well-being. Children develop high levels of confidence and physical skills, and learn to take safe risks through exciting, energetic activities. For example, they balance and climb using a wide range of challenging outdoor equipment and through excellent planned activities. Children's behaviour is exemplary. Staff support children to manage their own behaviour and their feelings. Children play exceptionally well together and value their friendships.

### Outcomes for children are outstanding

Children are motivated and show a very positive attitude towards learning. They listen attentively and are confident speakers. Children are developing strong mathematical skills as they count and complete challenging activities, such as adding and subtracting. They are exceptionally well prepared for school and their next stages in learning.

## Setting details

<b>Unique reference number</b>	105699
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1039359
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	19
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Holland Park Pre-School, Committee
<b>Registered person unique reference number</b>	RP911351
<b>Date of previous inspection</b>	2 February 2016
<b>Telephone number</b>	020 7603 2838

Holland Park Pre-School registered in 2003. The pre-school is situated in Holland Park, in the London 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.

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