

# Hyde Park Village Nursery School

35 Craven Terrace, LONDON, W2 3EL



<b>Inspection date</b>	14 November 2017
Previous inspection date	23 November 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- The provider has employed a whole new staff team, including a new manager who, along with a committed staff team, has wasted no time in addressing the areas for improvement from the previous inspection.
- There are clear processes in place for managing staff performance and supporting their professional development. New staff have been fully inducted and have regular supervisory meetings with the manager.
- The quality of teaching is good overall. The staff have a secure understanding of child development and know how to support children's learning. They have quickly become familiar with the nursery's assessment systems and are using these well to demonstrate the progress children are making.
- Relationships on all levels are good. Staff have worked hard on developing strong relationships with parents, and parents advise that they are happy with the new staff team and manager.
- Outcomes for children are good. Children are making progress as expected and acquiring skills to support their future learning.

**It is not yet outstanding because:**

- Staff do not provide opportunities for children to consider and compare their own lives and those of others in the community to extend their knowledge and understanding of the world.
- Staff do not make the most of opportunities for children to explore using their home languages in their play.

## What the setting needs to do to improve further

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

- extend opportunities for children to broaden their understanding of the world and learn about their own cultural beliefs and traditions, and those of people from different communities and backgrounds
- make better use of opportunities for children to explore using their home languages.

### Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor learning environments.
- The inspector spoke to the manager and staff, and engaged with children at appropriate times during the inspection.
- The inspector and manager jointly observed children and staff as they engaged in activities and discussed the quality of their interactions.
- The inspector looked at various documents, including staff suitability records, children's files and some written policies and procedures.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are clear procedures for reporting child protection concerns and staff are fully aware of their roles and responsibilities in dealing with this. Self-evaluation is in place, although in the early stages. Staff are beginning to use this well to review practice, identify further areas for improvement and promote consistency among the staff team. For example, staff ensure that planning and assessment of children are consistent, precise and display an accurate understanding of their skills, abilities and progress. They use this information well to plan activities to support all children to make good progress in their learning, regardless of their starting points. They use an online system to share observations and assessments with parents, and parents are also encouraged to share what they know about their children's learning. Staff work effectively with other professionals to meet children's needs. For example, they work with speech and language therapists to provide specific language groups for children.

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

Staff plan the learning environments well to provide children with a broad range of experiences across the different areas of learning. Children enjoy imaginative play, such as when they play made-up games in the 'home corner'. They show a keen interest in books and enjoy listening to staff read them their chosen stories. When outdoors, children engage in physical activities and enjoy exploring nature as they play in the mud kitchen and explore in the 'mini-beast' area. Staff demonstrate a good understanding of all children's needs and they mostly support their learning well as they engage in their activities. For example, they encourage children to count and identify shapes, explore colours, and to try and solve problems during activities.

### Personal development, behaviour and welfare are good

Children are developing well in their social and emotional development as they grow into capable, confident learners. They enjoy the freedom to move around and make choices about their play and they help themselves to resources. Staff sensitively guide children's behaviour and provide them with clear and appropriate explanations, to support their levels of understanding. They encourage children to share, take turns and play cooperatively with others, such as when engaged in group activities. Children's health and well-being are promoted well. For example, they enjoy nutritious snacks and meals. They have regular opportunities to engage in physical play and outdoor activities, and staff carefully risk assess the play area before taking children out.

### Outcomes for children are good

All children make good progress and are working comfortably within the typical ranges of development for their age groups. They demonstrate confidence in their physical abilities. For instance, they pedal bicycles and are becoming independent in assisting their personal needs, such as serving themselves at mealtimes and washing their hands. They show an interest in early reading and writing. For example, they look at books independently and explore making marks and drawing in different areas of their play.

## Setting details

<b>Unique reference number</b>	EY477690
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1079527
<b>Type of provision</b>	Sessional 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>	1 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Frances Jean Preston
<b>Registered person unique reference number</b>	RP516064
<b>Date of previous inspection</b>	23 November 2016
<b>Telephone number</b>	07788486849

Hyde Park Village Nursery School registered in May 2014 and is one of three privately owned nurseries. The nursery 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 three staff, all of whom hold a relevant childcare qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

