

My Little Hive Pre-School



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

Inspection date	5 December 2018
Previous inspection date	28 April 2016

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

Summary of key findings for parents

This is a provision that requires improvement

- Staff's assessments of children's progress are not thorough enough to track their achievements and plan for their next steps in learning precisely. Parents are not encouraged to share their children learning experiences at home and therefore they do not contribute effectively to their children's ongoing assessment.
- Planning for children's learning is not continually informed by accurate assessment and is not consistently based on children's interests and individual needs.
- The manager does not monitor staff's practice regularly and effectively to support them to improve the quality of teaching to a consistently good level across the setting.
- Self-evaluation is not used effectively to identify the most important areas for development.
- Staff do not consistently remind children about the boundaries they must adhere to during outings, to keep themselves safe.

It has the following strengths

- Staff are caring and develop a positive and respectful relationship with the children and their parents. They create a welcoming environment for children.
- Parents speak positively about the care their children receive.
- Children are supported in their personal, social and emotional development and in managing their personal needs. Staff help children settle in effectively and promote children's independence and healthy eating well.

What the setting needs to do to improve further

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

	Due date
develop a more rigorous and effective system of assessments to track children's progress precisely, to identify clear next steps and to gather parents' contributions on their children's ongoing assessment to support children's learning more effectively	31/01/2019
improve planning to make sure it is informed by accurate assessments and takes account of each child individual learning needs	31/01/2019
improve the systems to monitor staff's practice, including formal supervision meetings and training to enhance staff's skills and improve the quality of teaching to a consistently good level.	31/01/2019

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

- make sure reflective practice and self-evaluation are used to identify the setting's priorities for development effectively
- promote further children's awareness of their personal safety and the potential risks present in the wider community.

Inspection activities

- The inspector observed activities and their impact on children's learning and development indoors and outdoors.
- The inspector spoke to staff, parents and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and sampled children's records and key documentation.

Inspector

Damiana Cornacchia

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not hold regular supervision meetings and does not promote enough self-reflection among the staff. Staff do not receive fully effective support to raise the level of teaching to a consistently good standard. Assessments are not fully effective to track children's progress and swiftly identify what they need to learn next. Safeguarding is effective. Staff understand the signs and indicators of abuse and all the procedures to identify and report concerns about children's welfare. Appropriate recruitment and suitability checks are implemented to ensure that staff are suitable to work with children. Most members of staff are qualified to administer first aid if a child reports an injury.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable and children's progress is not consistently good. For example, during group activities, staff do not always use good strategies to engage the less confident children effectively to increase their enjoyment and achievement. Similarly, more-capable children are not always suitably challenged. Not all staff use their assessments to inform their planning and to ensure that the children's individual needs and next steps are consistently met. Staff encourage children's interest in books. They set up an inviting book corner for them, displaying books that are appropriate for their age and development. Children enjoy role play and dressing up, and staff engage well with them to foster their imagination. For example, some children decided to dress up as jungle and farm animals and the staff supported them in using their imaginations to keep their play going. Parents are not consistently involved in children's learning to establish children's starting points quickly and discuss their ongoing progress.

Personal development, behaviour and welfare require improvement

Staff have good relationships with the children, treat them with respect and act as good role models on how to behave. Children are relaxed and settled at pre-school. Children receive a variety of healthy snacks which they can choose from and follow good hygiene routines. Staff support children in being independent in managing their health and self-care. For example, a good range of equipment that enables children to use toilets and wash their hand independently is provided, while staff give relevant instructions to the children on how to use them. Staff quickly tackle misbehaviour. They help the children understand the effects their behaviour can have on others and remind them of the rules when needed. However, some staff do not remind children how to keep safe when out, such as reinforcing the need to hold hands and stay together, to help them stay safe.

Outcomes for children require improvement

Most children are confident and engage in the activities. All children are developing good personal, social and emotional skills in readiness for school. Overall, they enjoy their time at pre-school but not all of them make the best possible progress due to the weaknesses in assessment and teaching.

Setting details

Unique reference number	EY489104
Local authority	Westminster
Inspection number	10076473
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	8
Name of registered person	My Little Hive Ltd
Registered person unique reference number	RP534266
Date of previous inspection	28 April 2016
Telephone number	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 12.30pm for 48 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 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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