

Inspection of Holland Park Pre-School

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

Inspection date: 2 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are settled, happy and have good relationships with each other and staff. Children are well behaved and follow the daily routines well. Children understand the expectations of their behaviour that help keep them safe. For example, they keenly line up and walk sensibly to the bathroom to wash their hands and get ready for lunch. They have good manners, share and take turns during play, with support and praise from staff. There is a calm and positive environment in which children's personal development is supported well.

Children are confident at expressing their thoughts and use good vocabulary. Staff support this by planning activities in the environment that engage the children. For example, when combining ingredients to make play dough, the children were keen to discuss how the flour and salt felt, comparing them to each other. This supports children to develop good communication skills.

Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals to ensure children get the required levels of support they need. Staff ensure interventions happen quickly to help children make the best possible progress.

What does the early years setting do well and what does it need to do better?

- Leaders and staff work cooperatively as a team. Leaders are ambitious for all children. They work together with staff to ensure children's individual needs are met. For example, they hold weekly team meetings to discuss how children have progressed in their learning and how to support this further.
- Children's communication and language development are considered by all staff. Staff ensure activities support and build upon vocabulary for the children through stories, rhymes and modelling new language. For example, while sharing space stories, they discuss various planets and use words to describe and compare them. A child commented, 'Mars is the hottest. We can't go near it. We have to explore the ground.' This supports children to make good progress in their language development.
- Staff continually teach children important social skills, such as sharing and turn taking. For example, when making play dough, the children are encouraged to take it in turns to add various ingredients using different scoops. This helps children to interact well with their peers and form positive relationships.
- Staff support children well to understand their own emotions. Children learn to respect each other and listen to what others have to say. For example, they have circle time activities to name emotions with the support of images, and staff encourage the children to talk about the reasons they may feel like this.
- Staff are nurturing and have a good understanding of what their key children

know and need to learn next. This information is used to plan well-thought-out activities that capture the children's interests and help them achieve the next steps in their learning.

- Leaders provide supportive professional development opportunities to staff to ensure best practice is consistent throughout the setting. They regularly monitor the practice of staff and identify any targeted training needed for staff. This enables and supports staff to implement good practice.
- Staff consider the curriculum for physical development. For example, the children cut out and stick paper from magazines, strengthening their hand muscles. Children participate in weekly sports classes, developing their balance and hand-to-eye coordination. However, children do not always get enough opportunities in their daily play to develop skills such as running, climbing and balancing. On these occasions, children do not make consistent development in their physical skills.
- Parents value the kind and nurturing staff. However, staff do not always ensure that they keep parents informed of their child's progress and next steps consistently. This impacts on the support parents can provide at home to help their child develop in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the signs that a child may be suffering abuse and know the procedures to follow to report any concerns, including if an allegation is raised against staff. Managers take appropriate action to promote children's welfare and share relevant information with other agencies. Robust vetting and recruitment procedures are in place. All staff are familiar with policies, procedures and the organisation of the setting. Managers monitor staff's ongoing suitability to work with children and provide individual coaching and support so that children's well-being is promoted effectively.

What does the setting need to do to improve?

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

- ensure parents have robust and regular information about their child's progress
- ensure that the children are as physically active in their play as they can be throughout the year.

Setting details

Unique reference number	105699
Local authority	Kensington and Chelsea
Inspection number	10234046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	19
Number of children on roll	23
Name of registered person	Holland Park Pre-School, Committee
Registered person unique reference number	RP911351
Telephone number	020 7603 2838
Date of previous inspection	11 January 2017

Information about this early years setting

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.

Information about this inspection

Inspector

Haley McDermott

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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