

# Holland Park Pre-Prep School & Day Nursery

Holland Park Pre Prep School, 5 Holland Road, London, W14 8HJ



<b>Inspection date</b>	20 September 2016
Previous inspection date	8 December 2015

	<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 management team and staff have worked hard since the last inspection, positively addressing the recommendations raised. They have improved support for staff to effectively improve their skills. This has had a positive impact on the consistency of teaching in the setting, to improve children's learning experiences.
- Staff have a good understanding of children's development. They use the information from their assessments well, to help identify and support children's next stage in learning. All children make good progress from their starting points.
- The management team and staff are excellent role models who have high expectations for all the children. They provide a stimulating and welcoming environment. Children are polite, kind and considerate to others, and behave well.
- Children form warm and affectionate bonds with the staff. This is especially evident for the youngest children in the baby room. All children are happy and settled.

### It is not yet outstanding because:

- On occasions, staff do not consistently make the most of opportunities for children to extend their mathematical and problem-solving skills.
- Staff do not organise some adult-led activities, particular those in larger groups, so that every child benefits fully from them and are more engaged.

## What the setting needs to do to improve further

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

- strengthen children's mathematical understanding, with particular regard to counting and exploring size, weight and measurement
- improve further the organisation of larger group activities, so all children enjoy the experience fully and get the most from them.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of the staff working in the nursery.
- The inspector held meetings with the manager and the deputy manager. She sampled a range of documentation, such as the self-evaluation and relevant policies and procedures.
- The inspector conducted a joint observation with the manager and discussed the outcomes of an activity with her.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to follow should they have any concerns about a child's welfare. Furthermore, thorough recruitment, induction and vetting procedures are in place, to help ensure all staff are suitable to work with children. The manager supports staff well. For example, she regularly observes their practice and gives targeted feedback to improve teaching. Staff attend a wide range of training opportunities that helps them to deliver good-quality learning experiences. The manager closely tracks children's progress. She quickly identifies any gaps in children's learning and offers targeted support. Partnerships with parents and other professionals are well established. Parents, staff and children effectively contribute their views towards the overall evaluation of the provision.

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

Staff use the key-person system well from when children first start. They gather a wealth of information from parents about what their children already know to inform planning of activities. Staff keep parents well informed about their children's progress and ideas to extend their development at home. This helps to provide consistency in their care and learning. Staff help children's communication skills effectively. For example, they listen sensitively to them and ask questions to develop their vocabulary. Children thoroughly enjoy imaginative play. For example, they enthusiastically pretend to be doctors and check a staff member for injuries using the stethoscope. Babies have many opportunities to enjoy stories, rhymes and songs and explore. For example, staff use sensory toys and resources imaginatively, so babies can examine different textures and use their senses.

### Personal development, behaviour and welfare are good

Staff effectively extend children's awareness of the wider world. For example, children learn to celebrate festivals and play with resources that reflect positive images of all people. Children are motivated, curious and eager to learn. Staff support children and parents well to ensure a successful settling-in period. Children have many opportunities to develop their physical skills, such as climbing, running and exploring when playing outside. They manage simple risks to keep themselves safe. Children benefit from balanced and nutritious meals, and staff take account of their individual dietary needs.

### Outcomes for children are good

Children communicate well and are confident and secure. They share and take turns, and learn how to attend to their personal needs. Children demonstrate high levels of well-being, independence and involvement. They are inquisitive learners. Children learn a range of skills that prepares them well for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY298494
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1034908
<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>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Kitty Caroline Anne Mason
<b>Registered person unique reference number</b>	RP910318
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	020 7602 9066

Holland Park Pre-Prep School & Day Nursery registered in 2005. It operates from Holland Park Pre-Preparatory School, in the London Borough of Kensington and Chelsea. The nursery is open each weekday from 7am to 7pm, for 51 weeks of the year. 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 22 members of staff. Of whom, 16 hold relevant childcare qualifications. The nursery is broadly based on the Montessori educational approach.

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