

# Inspection of Holland Park Pre-Prep and Nursery

9 Holland Road, London W14 8HJ

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Inspection date: 7 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery happy, and are confident to say goodbye to their parents. They are excited to join their friends and engage in the wide range of play and learning experiences available. Children demonstrate positive behaviour and get on well with one another. They have formed close relationships with staff as they approach them for a cuddle or to talk about their day. For example, they are confident to discuss their experience of visiting the doctor to get a vaccination. Children are keen to ask questions about what happened during their visit. Staff skilfully encourage and extend these impromptu discussions to support children's interests and to extend their knowledge and understanding of the roles of medical professionals.

Children who need extra help with their learning progress very well from their starting points. This is because staff have high expectations for all children. They are duly focussed on planning individual next steps to support them in making the progress they need. For example, children develop confidence in speaking and listening, as staff spend time engaging in purposeful and well-planned communication activities. The impact is that children gain confidence in expressing themselves. This helps to prepare them well for their future learning and their move to school.

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

- The management team has a clear vision for future developments at the nursery. They are committed to supporting all children. They work in partnership with parents and professionals to support children with special educational needs and/or disabilities and children who speak English as an additional language. This is confirmed by the very positive feedback from parents who express their appreciation for all the support their children receive to help them make good progress.
- Managers are duly focused on supporting staff's well-being and provide them with valuable professional development to extend their knowledge and skills. They are aware of staff's strengths and aspects of their practice that can be developed further. However, recent monitoring has not been precise enough to identify that some adult-led experiences do not fully support all children's learning.
- Parents speak highly of the nursery and the caring staff. They comment on how well their children are developing and enjoy hearing them talk about their friends. Parents express they feel well informed about how to support their children's learning at home. They value opportunities to join their children on planned visits, such as visiting the Tate Modern and found these to be valuable learning opportunities.

- Staff plan exciting phonics sessions with children. The children are keen to share their knowledge of letter sounds; they are able to recognise familiar print to support their early reading. Children enthusiastically use their fingers to trace letter shapes on the interactive white board. They are learning to wait their turn, as staff reassure them that everyone is going to have a go. Staff overall promote positive role models to children. This supports children to learn to work cooperatively and develop positive attitudes to learning.
- Children are developing important independent skills as they confidently make choices about their play. They enjoy serving their own lunch and helping themselves to more food when they are still hungry. Children enjoy healthy meals and snacks. However, staff's management of lunchtime routines does not maximise children's opportunities to develop their learning further. Particularly with regards to engaging in conversations with children during these important social experiences.
- Staff effectively teach children to respect their environment as they talk with them about the importance of recycling. Children know they need to recycle paper and materials as they learn to place the different items in the correct bin.
- Children enjoy being active as they develop good physical skills. They are excited to play in the outdoor areas, where they learn to skilfully walk on small stilts. Children establish good coordination and spacial awareness as they ride bikes, climb and build with large blocks.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children. Staff attend regular safeguarding training. They are clear on the procedures to follow, if they have any concerns regarding a colleague's behaviour. They are aware of the signs and symptoms that might indicate a child is at risk of harm. The management team has developed robust recruitment procedures. They complete ongoing checks to ensure the suitability of staff. Daily risk assessments help to make sure the environments are free from hazards. Managers regularly review accidents to help identify and remove any potential risks to children's safety.

## What does the setting need to do to improve?

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

- strengthen planning of adult-planned activities in order to focus teaching more precisely on the targeted learning intentions for all children
- review and enhance some parts of the daily routines to maximise the learning for all children.

## Setting details

<b>Unique reference number</b>	2651532
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10257976
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Holland Park Pre-Prep and Nursery Partnership
<b>Registered person unique reference number</b>	2651528
<b>Telephone number</b>	0207 6029066
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Holland Park Pre-Prep and Nursery at number 9 Holland Road registered in 2021. It operates from the basement of a converted premises in Holland Park in the London Borough of Kensington and Chelsea. This nursery is linked to the nursery at number 5 Holland Park, where the main office is located. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications. The nursery is open Monday to Friday from 7.30am to 6.15pm, for 51 weeks of the year. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact of this on children's learning.
- The manager and inspector carried out two separate joint observations: one of a planned adult-led learning experience, and the other of the children during their lunchtime routine.
- The inspector spoke with children, parents and staff during the inspection.
- The inspector held regular meetings with the manager and headmistress throughout the inspection to keep them updated. She also looked at various documents, including those related to the suitability and qualifications 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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Manchester  
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