

Inspection of Holland Park Pre-Prep and Nursery

5 Holland Road, London W14 8HJ

Inspection date: 22 March 2024

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

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in this warm and welcoming nursery. They develop affectionate relationships, enthusiastically greet their key persons and immediately begin to explore the activities in the room. Staff have high expectations of what all children can achieve. Staff are warm and responsive. They soothe and cuddle those in need of comfort, and babies smile and make sounds as they see their familiar adult. Children like to do things for themselves and demonstrate a 'can-do' attitude. They self-register, recognising their names and photos, learn to dress themselves and hang their coats on their peg. There is a wide variety of good resources, and children are inquisitive learners. They explore the environment, choose their own play with confidence and persevere with tasks.

Children behave well and develop strong friendships. They play cooperatively as they take turns to be the doctor in the role-play hospital. Children relish playing in the outdoor space that is wonderfully arranged, providing children with numerous opportunities to extend their imagination. They spend considerable amounts of time in the tree house and happily include staff in their role play. Children use wheeled toys, jump, balance and kick and throw balls. Children enjoy yoga, dance, music and Spanish classes provided by specialist teachers weekly.

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

- The manager demonstrates a passionate commitment to the staff team and the children and families that use the nursery. He has a clear understanding of what he wants the children to learn. Staff implement the curriculum and sequence children's learning well. For example, staff provide many opportunities for children to strengthen their small muscles through messy play and mark-making activities. Children learn to cut with scissors and develop good pencil control.
- Staff receive regular training to ensure they are meeting the needs of all children. Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported by their key person. Staff identify any difficulties early on. They work closely with parents and other professionals to ensure that children have highly effective targeted plans in place. Parents know their children's targets and feel their children are fully prepared for their next stage in learning, including starting school.
- Staff are positive role models for the children. They praise them regularly and treat them with respect, which helps to create a loving and warm environment. Children gain an awareness of differences within the wider world. For example, they learn about different cultures and celebrate several festivals from around the world.
- Communication and language learning is a key focus. Staff spend lots of time talking to the children. They introduce new words and model their correct usage.

Every opportunity is used to develop the children's vocabulary. For example, while babies are being changed, staff sing songs and rhymes to them, encouraging them to join in.

- Children develop a love for books. Babies explore 'touch and feel' books with interest and enjoy staff reading books about animals. Toddlers are beginning to recognise letters. For example, they learn that the word 'bear' starts with a 'b'. Older children like to explore books independently and often ask staff to read books that they have chosen.
- Staff provide children with a good range of interesting adult-led and child-initiated activities throughout the nursery. For example, during a science activity, children count the number of olive and sunflower seeds they will plant to grow. They begin to recognise numbers. However, sometimes, staff do not consistently make the most of opportunities during play to help children with number bonds and mathematical language.
- Staff support children to develop good health and well-being. They provide healthy food for them to eat, plan opportunities for regular exercise and talk to them about brushing their teeth.
- The manager consistently evaluates the ongoing performance of the nursery and considers the views of staff and parents. Staff feel they are managed well, receive good support and are given meaningful professional development opportunities.
- Parents speak highly about their children's experiences and the committed staff team. They value the local visits, events and creative opportunities offered to their children. They comment positively about the emotional support and care that staff provide to their children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further extend the opportunities for children to hear and develop mathematical language in their play.

Setting details

Unique reference number	2651531
Local authority	Kensington and Chelsea
Inspection number	10332992
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	54
Number of children on roll	36
Name of registered person	Holland Park Pre-Prep and Nursery Partnership
Registered person unique reference number	2651528
Telephone number	0207 6029066
Date of previous inspection	Not applicable

Information about this early years setting

Holland Park Pre-Prep and Nursery registered in 2021. It is located in Kensington, in the London Borough of Kensington and Chelsea. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery is open Monday to Friday, from 8.15am to 6.15pm, for most of the year. It receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sandra Watt

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 joined the inspector on a learning walk. He talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed the children's progress with staff.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to parents during the inspection.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.

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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