

Inspection of Bright Horizons Holland Park Day Nursery and Preschool

34 Ladbrooke Grove, London W11 3BQ

Inspection date: 6 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this welcoming nursery. They arrive with big smiles, eager to start their day. Children are greeted warmly by staff and receive lots of individual attention. This helps them to feel safe and secure. Children's voices and opinions are highly valued by staff. For instance, toddlers vote for their favourite books at story time, and pre-school aged children share their views at 'cabinet meetings'. Consequently, children are extremely confident and display high levels of self-esteem.

Leaders and staff have high expectations and want children to achieve all that they can. Children acquire important skills and information to help them prepare for starting school. For instance, older children display an excellent understanding of feelings and emotions. They express themselves proficiently and are exceedingly aware of their friends' needs. This enables them to play harmoniously together and to solve any disagreements amicably.

Children clearly enjoy their learning. They develop a love of books and listen intently to stories read by adults. Children display energy and enthusiasm as they join in with familiar words and repeated refrains. They eagerly anticipate what will happen next and are delighted by interactive books, which allow them to lift flaps and make their own discoveries.

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

- The managers and staff form an enthusiastic and dedicated team. They constantly reflect on the setting and make positive changes to enhance the curriculum. For example, leaders understand that good language skills are key to children's learning. Therefore, they help staff to constantly develop their communication with children. This includes using visual displays and simple sign language to help children make choices and express themselves.
- Staff say that they feel valued and supported by managers and speak positively about the opportunities for professional development. Managers provide regular supervision to help staff develop their good practice, and consequently some staff are highly skilled practitioners. However, managers do not always identify small inconsistencies in individual staff's teaching, to help them focus more sharply on improving these.
- The vibrant learning environment is well organised to support children's curiosity and independence. Children have a wealth of opportunities to learn from adults and to lead their own play. They are motivated to investigate the stimulating and adaptable resources, such as sand, soil and leaves. Children are highly engaged and demonstrate good imagination as they pretend to prepare and serve food.

- Managers and staff monitor children's progress closely and quickly identify where children are not developing as expected. They work in partnership with parents to draw up individualised plans and seek support from other professionals when needed. This early intervention helps all children, including those who have special educational needs and/or disabilities, to make good progress.
- Children and staff come from a diverse range of cultures and backgrounds, all of which are highly valued and respected in the setting. Staff ensure that the resources, displays and activities reflect children's experiences at home and the important events in their lives. They provide consistent opportunities for children who speak English as an additional language to hear and use familiar words and phrases. This helps all children to develop high levels of self-esteem.
- Staff skilfully teach children about their community and the wider world. For instance, children join with another nursery to celebrate their own version of the Notting Hill Carnival, which takes place nearby. They exchange letters and interesting items with 'pen pals' at a nursery in Australia. These rich and meaningful opportunities help children to understand their similarities and differences and equip them for life in modern Britain.
- The nursery routines are generally well implemented to support children's care and learning. For instance, staff in the baby room plan their day around the children's individual sleeping and feeding patterns. However, occasionally staff do not organise the transitions between different parts of the day as effectively as possible. For example, children are taken away from story time to wash their hands before tea. Therefore, their learning and enjoyment of the story is interrupted.
- Parents describe the managers and staff as friendly, caring and approachable. They speak positively about the nursery app, through which they receive regular photographs and updates about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff receive regular training to help them maintain a secure understanding of safeguarding. They know about a broad range of issues which may affect the welfare of children and their families. Managers and staff understand how to identify and respond to possible signs of child abuse and neglect. They know how to report concerns or allegations about adults working with children. Staff use risk assessments and daily checks of the premises effectively to provide a safe and hygienic environment. The provider carries out robust checks to help ensure that staff are suitable for their roles.

What does the setting need to do to improve?

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

- strengthen further the systems to monitor staff practice, to help individual staff identify and address any inconsistencies in their practice
- review and improve the organisation of some parts of the daily routines to ensure that children's learning is consistently supported as well as possible.

Setting details

Unique reference number	EY544212
Local authority	Kensington and Chelsea
Inspection number	10284642
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	0 to 5
Total number of places	79
Number of children on roll	54
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3016
Date of previous inspection	18 January 2019

Information about this early years setting

Bright Horizons Holland Park Day Nursery and Preschool registered in 2017. The setting is located in the London Borough of Kensington and Chelsea. It is open each weekday from 7.30am to 6.30pm, throughout most of the year. The nursery provides funded early education for children aged three and four years. The setting employs 24 members of staff. Of these, 17 hold early years qualifications at level 6, level 3 or level 2.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the setting.
- The manager and deputy manager showed the inspector around the nursery premises, they discussed the curriculum and how the provision is organised.
- The inspector observed a range of learning experiences to evaluate the quality of education and the impact on children's learning. This includes a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences.
- The manager and deputy manager met with the inspector to discuss issues such as staff recruitment and training. They ensured that relevant documents were available for the inspector to view on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023