

Inspection of Keren's Nursery Holland Park

Spanish & Portuguese Synagogue, 8 St. James's Gardens, LONDON W11 4RB

Inspection date: 29 January 2025

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in their learning and development at this exceptional nursery school. Staff build very strong relationships with the children. They respond extremely well to children's needs and ensure that children's voices and opinions are considered at all times.

The atmosphere within the nursery is calm and positive. Staff support children's behaviour very well. They calmly get down to children's levels and explain expected behaviours. Staff praise children warmly when children do the right thing, such as, 'Wow, you are sharing so nicely.' This helps children to display excellent behaviour.

Staff embed routines extremely well. For example, children have a very good understanding of lunchtime routines. They take turns to wash their hands and then wait patiently, as their friends serve their food, until it is their turn. Well-embedded routines such as these help children to feel safe and secure.

Leaders have very high expectations of the values and skills that children should develop throughout their time at the setting. Staff plan a wide range of carefully considered, interesting and engaging learning opportunities to help children to continuously make progress. For example, staff support children to explore the outdoors and build resilience in all weather conditions as they joyfully jump in puddles during their forest school session.

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

- The curriculum for communication and language is extremely well embedded. Staff use a wide range of ambitious vocabulary with the children, which children then begin to use in their play. For example, children discuss the lunar new year as they eat their lunch. Children participate enthusiastically in the many songs and high-quality story times throughout the day. Children make excellent progress in their language development and communicate confidently with peers, staff and visitors.
- Leaders carefully consider the skills that children should achieve in their personal, social and emotional development. Staff consistently model and discuss the importance of kindness and respect. This helps the children to develop a strong respect and kindness for others. For example, children help their friends to get an ice pack or give their friend a cuddle if they look sad. Staff support children to understand their emotions and to develop strategies to manage their emotions positively. For example, children take part in daily mindfulness sessions where they learn to understand their feelings.
- Staff support children to develop their independent skills exceptionally well. For example, babies learn to use their cutlery, toddlers clean up if they spill

something and pre-schoolers serve their own meals with tongs. Learning self-care skills such as these prepares children well for the next stage of their learning.

- Staff use carefully considered questioning to help children to solve problems. For example, staff ask pre-school children how they can make their play dough snake longer or discuss with toddlers what they can use to make a circle shape out of natural materials. This helps children to develop their critical thinking.
- Staff have high expectations for every child, including children with special educational needs and/or disabilities. They have an excellent knowledge and understanding of the individual learning journey of their key children. Staff know the next steps that children need to achieve in their learning journey well. They carefully consider how to use children's interests to help them to achieve these steps. This leads to very good progress for children.
- Staff develop highly effective partnerships with parents. They ensure they are easily accessible to parents, sharing information verbally and via an app each day. Leaders work hard to build a strong community where all families are celebrated and included. They plan opportunities for parents to be involved in their child's learning by inviting them to participate in the life of the nursery. For example, parents join in with Shabbat or share other traditions or celebrations from their culture or religion with the children.
- Leaders work extremely hard to support staff in developing their teaching skills. They have a strong understanding of each member of staff's strengths and next steps in their professional development. They carefully plan opportunities to support staff in achieving these next steps. Staff speak very highly of the professional development opportunities offered to them. This means that teaching is of a consistently high standard.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY537062
Local authority	Kensington and Chelsea
Inspection number	10382736
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 5
Total number of places	68
Number of children on roll	50
Name of registered person	Kerens Gan Belsize Ltd
Registered person unique reference number	RP904168
Telephone number	07865079055
Date of previous inspection	28 November 2018

Information about this early years setting

Keren's Nursery Holland Park registered in 2016. It is located in the London Borough of Kensington and Chelsea. The nursery is open on Monday to Thursday, from 8am to 6pm, on Fridays in March to October, from 8am to 12.30pm and Fridays in October to March, from 8am to 2pm. It employs 18 staff members who work directly with children. Of these, three hold qualified teacher status, one staff member holds a qualification at level 5 and eight hold a qualification at level 3 and three hold qualifications at level 2. The nursery is in receipt of funding to provide early education for children.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with leaders about the leadership and management of the setting.

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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