



Hanslope Park Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY278067 |
| Inspection date | 16 June 2005 |
| Inspector | Sarah Fletcher |
| Setting Address | Foreign & Commonwealth Office, Hanslope Park, Hanslope, Buckinghamshire, MK19 7BH |
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| Registered person | Foreign and Commonwealth Office |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hanslope Park Day Nursery registered in 2004 and is run by a committee from the Foreign and Commonwealth Office (FCO). The nursery operates from three connected port-a-cabins, in the grounds of Hanslope Park. A maximum of 25 children attend at any one time. The nursery is open each weekday from 08.30 until 17.30 Monday to Thursday, and 08.30 until 17.00 each Friday.

There are currently 35 children aged from 3 months to under 5 years on roll. Of

these, 13 receive funding for nursery education. The nursery serves the children of staff working for the FCO. The nursery currently supports a number of children with special educational needs.

The nursery employs 9 full time staff and 2 part time supply staff. Of these, 10 members of staff hold appropriate early years qualifications and 1 member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow clear, current and appropriate environmental health and hygiene guidelines, policies and procedures and they maintain a hygienic environment.

Children learn good hygiene practices through the excellent role models set by staff. For example, children wash their hands before and after snacks and meals, alongside the staff, and clean their teeth and wash their own faces after lunch. They play in slippers, with staff and visitors removing outdoor shoes or using disposable hygiene shoe covers before entering the toddler and baby areas. Children are developing further good hygiene awareness using topics, stories and non-fiction books and joining group discussions.

There are good routines in place to allow babies and young children to rest and sleep comfortably.

Staff carry out clear procedures for nappy changing and food handling, ensuring babies and young children are healthy and at little risk from the spread of infection. Staff share an effective sickness policy with parents to ensure children attending are healthy and well. Staff implement clear procedures for first aid, the administration of medication and the recording of accidents to contribute to children's good health.

Children receive a healthy and well balanced diet, which meets their individual needs and conforms to parents' wishes. Children enjoy their meals and snack times, which are relaxed social occasions, grouping children appropriately together. For example, older children about to leave for school this term eat at a table together from their lunch boxes; all babies and young children in high chairs eat with staff in one area together; toddlers begin to feed themselves, sitting round a small table nearby with staff on hand to help.

Physical play is a regular feature of the nursery and children enjoy opportunities for fresh air at different times during the day. Children are set challenges using the wide range of large equipment, enjoying activities outside and walks around the compound or to a nearby pond for observing wildlife.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe indoor and outdoor environment, in very secure surroundings within the compound. There are excellent security procedures in place to ensure children's safety, including strict checks at the front reception and a coded lock entry system into the nursery. Children are content and relaxed in the safe family atmosphere.

Staff deployment in all areas of the nursery is good, maintaining children's safety through close supervision at all times. Children are very aware of evacuation procedures as weekly fire drills and bomb alerts are practised, together with testing alarms, to ensure children and staff know different alarm sounds.

Appropriate vetted adults who have relevant experience, knowledge and skills care for the children, ensuring their welfare is a high priority. Staff understand their role in child protection and are able to put appropriate procedures into practice when necessary to protect children. All staff attend child protection training during their induction, ensuring they are clear in their knowledge and understanding of all issues and procedures for protecting children.

Children learn to keep themselves safe, for example, avoiding accidental injury by not running around inside the nursery and taking care around others during activities, outside play and sitting together at group time. Children's care benefits from staff's vigilance and continuous risk assessment of children's surroundings, following well-implemented policies and procedures. For example, staff always use a thermometer probe when heating food and baby milk to ensure correct temperatures, and they monitor risks of trips and hazards at all times throughout the building.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing confidence and self-esteem. For example, there is a large variety of children's artwork on display in all areas of nursery, increasing children's self-awareness and willingness to participate in activities. They have opportunities to help others, such as pouring drinks and serving snacks to each other at snack time. Children show interest in what they do, enjoying the relaxed and secure atmosphere, which encourages them to increase their independence and make choices in their play. Children are able to make email communication with their family members who are working abroad, extending their communication and technology skills, and further developing their knowledge of the wider world.

Children receive consistent support for their needs, and in all areas of learning. They are confident, asking questions of adults and each other and use their initiative in selecting their choices of freely available toys, resources and equipment. Children mix well within their age groups making positive relationships with each other and with the supporting adults. Children begin to distinguish between right and wrong and understand the nursery rules and routines, for example, accepting the rule of riding tricycles one way round the play area to prevent accidents from collisions or only wearing slippers indoors and changing to outdoor shoes for play time and on arrival.

Nursery Education.

The quality of teaching and learning is good.

Teaching provides realistic challenges for children. Staff understand children's needs and provide a wide range of activities and experiences to help children progress. Senior staff have a sound knowledge of the foundation stage, a good range of teaching methods and a clear understanding of how children learn and develop. Relationships are very good, with children keen to learn and make good progress. Assessment is thorough and the information goes forward into planning, which ensures there is a broad range of activities and experiences available, to meet the needs of individual children. Staff manage children and their behaviour well, providing an interesting and welcoming environment, which reflects children's backgrounds and the wider world. Staff make good use of time and resources to support children's learning and development, monitoring and evaluating activities regularly to improve the quality of teaching.

Children choose from a wide range of activities to improve their mathematical knowledge and communication. All children are involved, motivated and engaged in a broad range of developmentally appropriate indoor and outdoor activities. Staff know children well and use questions successfully to challenge children's thinking and language skills. A flexible approach to planning and a good balance between child led and adult led activities allows children to learn at their own pace. Overall, the children are making good progress towards the early learning goals in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging in the family atmosphere, where they are encouraged to share their home life and talk freely about their feelings. Children understand responsible behaviour and readily help to tidy up at various points during the day with little prompting. Children work harmoniously with others and staff encourage children's respect for each other as they play and work together. Children adapt to changing situations quickly and easily, helping others when needed.

Children make choices and take decisions when using tools and equipment with playdough, sand and water, art resources and books. Children develop self-esteem and respect for others, knowing when it is time for younger ones to sleep after lunch and reading quietly not to disturb them. This positive approach fosters children's spiritual, moral, social and cultural development well. Children are aware of their own needs and the needs of others, alerting staff to any child that needs help or assistance, or helping each other with day-to-day routines, such as telling staff when the paper towel supply ran out in the toilets.

Children with special needs receive appropriate support through inclusion into the full range of activities, with staff working effectively with parents and other professionals to ensure they provide the best possible care. Babies and younger children receive good individual support in their nursery areas. Children become aware of a wider

society having a weekly French time, when a fluent speaker attends the nursery and helps children to learn French using songs and rhymes with words and pictures, which children really enjoy and readily participate.

Partnership with Parents and carers is satisfactory.

The nursery invites parents to complete an entry profile on children's achievements at home, in order to monitor children's progress towards the early learning goals. All parents receive information about the nursery through a notice board, newsletters and by attending parent's evenings. The nursery seeks the views of parents and values their observations, although there are no formal procedures in place to work with parents to plan the next steps in children's learning.

Organisation

The organisation is good.

Staff have a high regard for the well-being of all children, taking great care to ensure they meet children's needs, encouraging them to develop their self-confidence, and their feelings of security and self-esteem. Recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development.

The adult to child ratio positively supports children's care, learning and play, helping children feel safe, secure and confident in all areas of their development. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, and achievement and ability to take an active part in the setting.

Well-implemented policies and procedures work in practice. Relevant documentation is in place and stored securely, although some policies and procedures lack detail and not all incidents are recorded.

The nursery is beginning to develop its use of the Birth to three matters framework to plan and provide a suitable range of activities for younger children. A large wall display is in place to show parents the framework and staff working with young children are beginning to record observations of children's development.

Leadership and Management are good

The nursery manager and the committee work together to ensure the children have the best available care. Clear systems are in place to monitor the provision and all the staff, together with their training needs and assessing the strengths and weaknesses of the nursery. Both the nursery manager and the committee aim to further improve the nursery education, with a focus on personal development and the outcomes for children. The manager, who works as a good role model, leads her committed team and ensures the best care for all the children who attend, motivating both staff and children. Staff use nursery education plans effectively alongside children's individual educational plans, to enable each child to progress at their own speed. Not all staff are involved in the planning process or have a secure knowledge of the Curriculum guidance for the foundation stage, and the nursery education plans

do not include children's grouping, required resources and staff deployment. Consequently, less-experienced staff rely on senior staff to ensure appropriate support for children at some activities.

Overall, the provision meets the needs of the children attending.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all policies and procedures contain all the required details and incidents are recorded and shared with appropriate adult

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve less-experienced staff's knowledge and understanding of the Curriculum guidance for the foundation stage through an appropriate training course and further develop nursery education plans to include children's grouping, required resources and staff deployment

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