

# Hanslope Park Day Nursery

Inspection report for early years provision

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**Unique reference number** EY278067  
**Inspection date** 05/01/2009  
**Inspector** Susan Tuffnell

**Setting address** Foreign & Commonwealth Office, Hanslope Park, Hanslope,  
Buckinghamshire, MK19 7BH  
**Telephone number** 01908 515794  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hanslope Park Day Nursery registered in 2004 and is run by a committee from the Foreign and Commonwealth Office (FCO). The nursery operates from a purpose built low rise building, in the grounds of Hanslope Park in Milton Keynes, Buckinghamshire. A ramp to the main entrance and widened doorways means that the premises are easily accessible. Children have access to fully enclosed outside play area.

The nursery is open each weekday from 08:30 until 17:30 Monday to Thursdays, and 08:30 until 17:00 on Fridays. There are 50 places for children in the Early Years Foundation Stage and there is currently 46 children aged from three months to under five years on roll. Of these, 17 receive funding for nursery education. The provision is registered with Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The nursery serves staff working for the FCO. The nursery employs 10 full time staff and two part time staff. All members of staff hold appropriate early years qualifications. The setting works in partnership with parents and other professionals.

## Overall effectiveness of the early years provision

Overall, Hanslope Park Day Nursery provides effectively for children in the Early Years Foundation Stage. Planning provides challenge and differentiation and takes account of children's individual needs and development stages. This ensures that children make good progress in all areas. The settings policies and procedures are inclusive. They successfully promote and value diversity and are evaluated to ensure a positive impact on children and their families. Staff create a very welcoming environment and encourage strong partnerships with parents and other professionals.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all concerns and comments made by staff and parents are recorded
- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress.

## The leadership and management of the early years provision

The manager offers clear guidance to staff and has procedures in place to support the smooth running of the nursery, ensuring that children have a secure environment in which to explore, play and learn. Comprehensive policies and procedures support the safe and efficient management of the setting and ensure

that the needs of all the children are met. There are robust systems for recruiting staff and checking that all staff are suitable to work with children. Staff show a genuine desire to promote the best care and opportunities for children as they continuously review and update their training and knowledge.

The manager and staff use some procedures for monitoring and evaluating daily practice. For example, they promote a very positive attitude to feedback from the responses of questionnaires distributed to parents and carers. This has resulted in actions taken by staff with regard to improvements regarding partnership working. Links with parents are further extended through regular consultations with staff, shared emails, newsletters and displayed information. The setting works in partnership with other agencies and professionals, such as the area Special Educational Needs Coordinator and speech therapist.

## **The quality and standards of the early years provision**

Children are offered good opportunities and a range of activities that enable them to make effective progress across all areas of learning and development. Children benefit from staff involvement in the activities because they show an interest in what the children are doing and ask questions. Staff give lots of praise and encouragement for the children's efforts and achievements and smile and laugh with them. They use every opportunity during activities to extend children's language. Comprehensive observations and assessments ensure that the individual needs of all children are fostered well. The individual learning programme includes outline plans, monitoring sheets and targets for each child. However, although the children's next steps in learning are identified they are not securely forwarded into future planning to ensure that children's progress is continually monitored. Staff use practical methods to gather information from parents about children's skills, capabilities and areas to work on. This is used to inform initial assessments and plan an individual learning programme for each child.

Staff support children well and encourage them to be active in their learning and enable them to express their thoughts and feelings. Children confidently speak out and express their personal experiences. For example, children show excitement as they talk about building a snowman and making snowballs when playing outside. They are active learners and are encouraged to use problem solving skills as they carefully line up dominoes. Children work out how to arrange them in close formation so they are not touching, but are close enough to send them all toppling in sequence at the right time. Children are given time to play group games and work out where the matching groups of cards are hidden. The picture cards provoke a lively conversation about animals which is followed by the children making animal noises and doing actions. This consistent support from staff offers children the reassurance to express their ideas, to explore further and to share their thoughts.

The thoughtful planning of the environment and the presentation of resources encourages children to explore. They select resources freely and use these imaginatively to initiate and extend play. Staff enrich the children's experiences as they visit the 'hairdressers' and fully participate in role play. Children work well

together and eagerly share their thoughts and feelings. They instigate conversation with their peers as they describe what they know about spiders and listen to other opinions well. Children are fully involved in the routines of the nursery as they help to tidy up the toys. They are beginning to use language to describe and compare shape, position and size. For example, children work out that they are not tall enough to put some toys on a high shelf and correctly designate this task to staff. Attractive and stimulating resources in the baby and younger children's rooms encourage them to explore and investigate their environment. For example, treasure baskets contain varied natural objects and real cooking pans and utensils are available in the domestic play areas. Children are provided with experiences which help them develop a positive sense of themselves and others. They draw pictures of themselves and their families, show pride in their displayed work and join in with the celebrations of many different festivals.

Children are cared for in a safe, secure environment. Staff help children to gain an understanding about personal safety as they join in with road safety awareness week and a health and safety colouring competition. Risk assessments are carried out and regularly reviewed and daily safety checks ensure that the high standards of safety are continually monitored. Staff have a secure understanding of safeguarding children and have all completed training in child protection. Clear procedures are in place for recording and reporting any concerns. However, not all comments or concerns from parents or staff are recorded to ensure that they are dealt with effectively and procedures followed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.