

Hanslope Park Day Nursery

Foreign & Commonwealth Office, Hanslope Park, Hanslope, Buckinghamshire, MK19 7BH

Inspection date	11/12/2013
Previous inspection date	05/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff enable all children to do well, make good progress relative to their starting points and they prepare children well for the next steps of their learning. Children benefit from staff practice that is at least good and sometimes outstanding.
- Staff have high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures each child makes good progress.
- The manager brings a wealth of childcare knowledge and passion for quality to the setting. There is a strong commitment to continued professional development of all practitioners and continued improvement to the quality of teaching and learning.
- Partnerships with parents and other agencies are strong, which ensures that children receive appropriate support to meet their needs and there is consistency in their learning between the setting and home.

It is not yet outstanding because

- Children do not always have the opportunity to see an activity through to the end; this impacts upon their otherwise good learning.
- There are, at times, a lack of opportunities for children to develop their counting skills in everyday play and activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in all areas of the nursery and the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager and spoke to various members of staff.

Inspector

Maxine Coulson

Full report

Information about 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 8am until 5.30pm Monday to Thursdays, and 8am until 5pm on Fridays. There are currently 56 children on roll in the early years age range who attend for various days and sessions. The nursery is in receipt of funding for the provision of free early years education sessions.

The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The nursery serves staff working for the Foreign & Commonwealth Office. The nursery employs 16 full time staff and two part time staff. All members of staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- allow children to finish participating in activities to ensure they do not miss opportunities to have a full learning experience

- provide more opportunities for children to develop number skills in everyday play activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate that they have a secure knowledge and understanding of how children learn. They are enthusiastic in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. Practice is at least good and occasionally outstanding. Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities for their next steps of learning. However, on occasions, children are not always able to finish participating in activities as care routines interrupt their play. Staff listen to the children effectively, carefully observe, and skillfully question children during activities in order to re-shape tasks and explanations to improve learning. The educational programme makes sure that all areas of children's learning is covered. Staff involve children in decision making allowing them to freely choose from the extensive choice of resources easily accessible. This means

that children feel valued and have a sense of belonging. They immerse themselves in the exploration of using various materials and textures in the completion of their art and craft activities. They have fun and enjoyment as they play with coloured sand, use glue sticks, confetti and painting marker pens. Staff support children well in the development of understanding mathematical concepts, such as, full/empty, less/more and bigger/smaller. However, staff sometimes miss opportunities to develop counting skills in everyday play and routines. Older children use language well, this is further developed through skilful questions and challenges set by the staff. For example, they talk about different food departments when shopping in a supermarket and learn bread is from the bakery.

Children have many opportunities throughout the setting to access a wonderful range of books and make their own choices as they settle back on large cushions or snuggle up on an inviting lap. The younger children sit and show interest in the story read to them by a member of staff. The learning environment is stimulating and well resourced and helps children across all areas of learning. Children are confident as they move around the playrooms, selecting activities and resources of their choice. They play imaginatively as they dress up and become builders or hop onto a sleigh ready to deliver presents around the world.

Staff enable all children to access the outdoor play equipment, and they learn to ride bikes, trikes and scooters, encouraging their physical development and coordination skills. This is further encouraged indoors, for example, as staff play with them with a large parachute. Children squeal with delight as they slide across the floor on their tummies and staff fully participate, making it a fun and exciting activity. This helps children to learn about the importance of exercise for a healthy lifestyle. Staff encourage children to do things for themselves, but are on hand to help when needed, for example, helping younger children put on their outdoor coats. The good range of resources that are provided by the setting are of high quality and quantity for the age range of the children who attend.

Staff teach children about the world they live in as they play with a variety of toys that reflect diversity and positive images. They play and learn in an environment rich with culture and are developing a good understanding of respecting differences. Staff plan activities and themes to support children's understanding of other cultures. For example, they learn about Hanukkah and paint pictures of the candles. This helps support children in their understanding of others and the world and to value differences and similarities. The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and to the children's progress checks at two. They are kept well informed about their children's achievements and progress. They support, share information about their children's learning and development at home, this information is placed in the children's individual learning journey. This enables children to reflect on home life and activities in the nursery. The key person effectively identifies children's next steps of learning that match children's individual needs.

The contribution of the early years provision to the well-being of children

The processes to help children settle into the nursery are highly effective. Parents express that they feel confident and secure about sending their children to this nursery. The settling-in process for each child is individual and agreed upon between the key person and parent. The effective and well-established key person system in place means that children form secure attachments and feel settled and secure. Children are cuddled and comforted if upset and spend plenty of time with their key person, engaging in activities, such as sharing a book and singing songs and rhythms. Parents are aware of the key person system and the roles and responsibilities of their child's key person and speak very highly of the staff. They greet and welcome children and their parents into the nursery, they spend time speaking to parents at the start and end of each session, sharing information and providing feedback on the child's learning and achievements. This ensures strong relationships between the nursery staff and parents.

Children clearly feel safe and self-assured with staff, freely and confidently responding to requests to join in and hugging them spontaneously. Babies crawl and toddle confidently in their own play environment, accessing a lovely range of toys and resources that supports their learning and developing well. The nursery is well resourced and offers children a good range of play and learning experiences, indoors and outdoors. Resources are readily accessible. This teaches children to be confident in their ability to make decisions by enabling them to make their own choices and selections particularly during free play; this develops their sense of belonging and independence.

Staff are good role models of behaviour and treat children with kindness and respect. They support children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well behaved as staff teach them to learn right from wrong and manage minor behavioural issues. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after playing outside and before handling food. Children are encouraged to help at tidy up time, which is made enjoyable by the staff praising children who are participating. Staff sit with children at the tables during snack and meal times as they reinforce the importance of sitting sensibly at the table while eating and drinking. They are provided with a good range of healthy and nutritious snacks and meals that are freshly prepared and cooked on the premises. Staff use this as an opportunity to talk to children about the food they are eating and different healthy food which they could have in the future. Children are kind to each other and have a good concept of sharing and taking turns. Staff use picture cards as a way to support younger children and those with emerging language skills to communicate their care needs, for example, when they need a drink, are hungry or tired. Staff have made links with the local schools and has in place processes for supporting children for future moves from the nursery and primary school.

The effectiveness of the leadership and management of the early years provision

The manager has a clear understanding of her role to protect children and this is underpinned by an effective safeguarding policy. All staff have a good knowledge and

understanding of their responsibilities and what to do if they have concerns about a child's welfare and understand their role in protecting children. They have attended safeguarding training and the manager reinforces this in the nursery. She regularly reviews the nursery's policy with staff to ensure their knowledge and understanding is accurate and current. Appropriate checks are carried out on all adults to ensure that they are suitable to work with children. Risk assessment is thorough, accidents and incidents are thoroughly investigated and action is taken if needed to improve safety for children as they play. For example, changes have been made to ensure that there is always at least one member of staff in the garden with the children at all times. The leadership of the nursery sets high standards for the quality of provision. The manager has a good knowledge of how children learn and develop and takes overall responsibility for overseeing the educational programmes and ensuring its effective implementation. A good variety of activities are planned that meet the needs of all children and enables them to make progress.

The manager has only been in post for a short while, but is confident to address any areas of development within the team and provide the support required. These procedures promote children's safety and the quality of the provision well. Staff work well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training, which supports their continuing professional development and the manager identifies any training needs during their one to one supervisions. Planning and assessment is monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. Staff target individual children or groups of children with identified needs making appropriate interventions where needed. Self-evaluation is rigorous, the manager reflects on the provision, and considers if any improvements can be made to the quality of teaching. The leadership and management team has a positive influence on the standards and practice within the nursery and the staff express their satisfaction well at working within the setting. The manager is a good role model to staff and is involved in all day-to-day life of the nursery. As a result, staff meet all children's care, learning and development needs well. Parents and children play an active role in improving their children's learning environment, as they are encouraged to provide feedback and comments to the nursery. Where appropriate these are incorporated into the action plan. Staff working with children with special educational needs and/or disabilities establish strong partnerships with parents and other agencies, which are effectively supporting children to make progress. This wider group of professionals, along with parents, is committed to their role in ensuring all children, regardless of ability, can access the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY278067
Local authority	Milton Keynes
Inspection number	942233
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	56
Name of provider	Foreign and Commonwealth Office Committee
Date of previous inspection	05/01/2009
Telephone number	01908 515794

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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