

Inspection of Hanslope Park Day Nursery

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

Inspection date: 3 February 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, confident and sociable learners. Older children are keen to introduce themselves to visitors and talk about their activities and interests. For example, they eagerly share the stories that they read and talk about the characters in them. Children demonstrate good levels of concentration and play for extended periods. In their self-chosen play, young children carefully feed their 'baby', dress them and arrange their blankets in their cot for sleep time.

Children benefit from positive key-person relationships. Young children enjoy comfort and reassurance from staff, as they become familiar with their environment and new routines. This helps them to feel safe and secure.

Children behave well and follow well-established routines, such as washing their hands before meals and finding their own drinks bottle when they are thirsty. They consistently use good manners in their interactions with each other. Children learn how to communicate their thoughts and feelings. This helps them to empathise with others.

Children engage well during activities that staff organise to meet their interests. They enjoy a range of visits on site, including to the sensory garden and to the woods. These help them to learn about the wider world. Children develop a good range of skills, which prepare them for their next stages in learning.

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

- The provider has not informed Ofsted of changes to those involved in the leadership and management of the nursery. He has not ensured that the necessary information has been submitted to complete suitability checks of volunteers who are now active committee members. However, the impact on children is minimised as they do not have unsupervised contact with children.
- Managers use additional funding well to support children. For example, they purchase resources to help children find out about similarities and differences between themselves and others. This helps children to develop an understanding of how they are unique.
- Overall, staff share a common understanding of what they want children to learn. For example, they describe how painting activities can help children to develop their hand muscles in preparation for their later writing. However, at times, during their interactions with children, staff do not focus on the skills and knowledge that they want children to develop. This means that on occasion children are not challenged fully in their learning.
- Staff sensitively support children to manage their interactions with their friends. For instance, they recognise when children encounter problems in their play.

They demonstrate to them how to invite others to join their play. This helps children to develop the confidence to resolve these issues for themselves.

- Children develop positive attitudes to their learning. They quickly become engrossed in their play with others. For instance, they practise using tools and equipment to mix, pour and scoop during their messy play. Children sit and enjoy listening to stories with their friends. They concentrate well and answer questions about how the characters in the stories are feeling.
- Staff develop positive partnerships with parents. For example, they involve parents in regular reviews of children's progress and seek their views to help them plan meaningful learning opportunities. Staff seek information about children's care and routines at home. This helps them to make plans to accommodate children's feeding needs when attending nursery. This is particularly successful for younger babies.
- Staff report that they feel well supported by managers. For example, they have opportunities within the working day to complete training. They particularly report on the positive impact of training about how to interact with babies. Staff respond to babies' gestures and non-verbal communication well. For instance, they take them to toys that they point to and follow their lead as they crawl to items of interest, such as the see-saw.

Safeguarding

The arrangements for safeguarding are effective.

Managers implement robust procedures to keep their staff and children safe. For example, they practise fire evacuation and emergency procedures routinely on a weekly basis. They complete daily risk assessments and annual risk assessments to ensure that the premises are safe and suitable for children. Managers ensure that staff maintain a good safeguarding knowledge. For example, they keep their knowledge up to date through training and development activities. Staff has a consistently good understanding of how to respond to concerns about children. They are familiar with whistle-blowing procedures should they need to refer any potential concern about staff practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the necessary information to enable suitability checks to be carried out for members of the committee.	03/03/2022

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

- strengthen staff practice and precisely focus curriculum delivery on the knowledge and skills children need to learn so that they are fully challenged in their learning.

Setting details

Unique reference number	EY278067
Local authority	Milton Keynes
Inspection number	10209755
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 4
Total number of places	57
Number of children on roll	58
Name of registered person	Foreign and Commonwealth Office Committee
Registered person unique reference number	RP522847
Telephone number	01908 515794
Date of previous inspection	28 November 2016

Information about this early years setting

Hanslope Park Day Nursery registered in 2004. It operates within the grounds of Hanslope Park in Milton Keynes, Buckinghamshire. The nursery serves staff working for the Foreign, Commonwealth and Development Office. The nursery is open from 8am to 5.30pm from Monday to Thursday, and from 8am to 5pm on Friday. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 18 staff. Of these, 15 work with children and 13 staff hold qualifications between level 2 and level 5.

Information about this inspection

Inspector

Lisa Dailey

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 their evaluation of the provider.
- The manager led the inspector on a tour of all areas of the premises used by children. She explained the intentions behind the organisation of space and the planned educational programmes.
- The inspector observed the quality of teaching indoors and outdoors with managers and assessed the impact on children's learning.
- The inspector spoke to the provider and discussed procedures to check the suitability of committee members.
- The inspector spoke to staff about the curriculum and their intentions for children's learning.
- The inspector spoke to parents on the day of the inspection and considered their views.

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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