

# Inspection of Crane Park Day Nursery

Crane Park Primary School, Norman Avenue, Hanworth, Hounslow TW13 5LN

---

Inspection date: 28 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this setting. Staff embrace children's interests. They provide an ambitious curriculum which enables children to develop their skills in meaningful ways. The practice at the setting is worthy of sharing with others. Staff have extremely high expectations for what children can achieve. As a result, they rapidly build on what children already know and can do. For example, children recall past experiences about the life cycle of a butterfly. Children confidently share knowledge and information about their learning. They use complex words, such as 'chrysalis'. Children remember that the butterflies they hatched were 'Pink Lady' and 'Red Admirals'.

Children settle exceptionally well. They share wonderful relationships with their key persons and are excited to play with them. Children's uniqueness is celebrated. Staff welcome children's cultures and home languages. For example, they successfully support children to access the environment and communicate with their peers. As a result, children feel safe and secure. Parents provide feedback that they feel their child's nursery is 'world class.'

Children's behaviour and attitudes are exceptional. They build confidence in managing their feelings. Staff use high-quality stories, songs and interactions to help children to understand what their emotions mean. As a result, children understand and follow the age-appropriate boundaries asked of them. Children are polite and considerate of the environment and their friends. For example, they make compromises and negotiate taking turns. Younger children and babies communicate using Makaton signing to say, 'thank you'.

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

- The manager is an exceptional role model. Leaders offer an inspirational environment and high-quality support to children and staff. Staff have access to training opportunities which develop their highly skilled interactions. Leaders have taken time to consider how to create effective learning experiences. They reflect on how this can continuously improve.
- Across the setting, mathematical language and concepts are heard within child-initiated and adult-directed conversations. Babies and children make predictions and test their ideas. They use language of number, quantity, shape and size in their play.
- Staff meticulously plan activities to enable children to be confident and capable. They seek opportunities to build on children's curiosity of the world around them. Staff ignite children's love of the outdoors, who are overjoyed at what they find in the forest school.
- Staff give children a rich set of experiences that promote their understanding

and respect for people, families and communities beyond their own. For example, children who speak English as an additional language are encouraged to develop their home languages. Staff celebrate all children's cultures. The manager shares stories about where donated items have come from. This teaches children about the wider community.

- Babies and younger children have superb language skills for their age. They can string three to four words together and respond to questions. For example, children finish the sentences in familiar stories, such as 'Dear Zoo'. Babies and younger children use descriptive words. They confidently express what they like and dislike. For example, when eating meals, children talk about healthy foods.
- Children are confident in all age groups. They are extremely well behaved and understand the expectations asked of them. At times, when children get a little too excited, staff take swift action to support them. Children are highly motivated and eager to join in. They have high levels of respect for others.
- Children understand why behaviour rules are in place and recognise the impact of their behaviours on others. For example, staff working with babies model positive behaviours. Babies are given the language needed to communicate. Older children patiently wait their turn and offer time for their friends to join in.
- The manager's vision is thread throughout the setting, which parents, staff and children share. Partnership with parents is incredibly strong. Parents share exceptional feedback about the setting. They feel involved and supported, particularly through the COVID-19 pandemic.
- Staff act with integrity to ensure that all children, particularly those with special educational needs and/or disabilities, are given opportunities to succeed. Staff work in partnership with parents and external agencies. They consistently offer high levels of teaching. Staff use their knowledge from training to enhance the curriculum. As such, any gaps in children's learning are closed rapidly.
- Staff are highly attentive to children's boundaries and seek permission from children before they assist them, such as during risky play and intimate caregiving routines. As a result, children learn from a young age how to look after themselves and how to interact with each other.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff understand their obligation and duty to keep children safe. They have regular training to keep up to date with legislation. Staff consider risks in the environment well. They deal with hazards swiftly to prevent the risk of harm. Staff understand the signs and symptoms of abuse. They can explain what they need to do if they have a concern about a child or member of staff. This also includes recognising children who may be at risk of radical or extremist views and county lines. Staff understand the importance of supervising children while they play and eat. The well-being of both staff and children is of high importance.

## Setting details

<b>Unique reference number</b>	EY282323
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10138015
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	The Governors of Crane Park Primary School
<b>Registered person unique reference number</b>	RP524077
<b>Telephone number</b>	020 8894 9047
<b>Date of previous inspection</b>	11 November 2015

## Information about this early years setting

Crane Park Day Nursery registered in 2004. It is located on the borders of Feltham and Hanworth, in the London Borough of Hounslow. It operates for 51 weeks of the year, from 7.30am to 6pm, Monday to Friday. The nursery provides early funded education for children aged two, three and four years. There are 14 members of staff employed to work with children, 13 of whom hold relevant childcare qualifications at level 3.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## Inspection activities

- This was the first routine inspection the setting 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.
- Children's experiences in their learning and development were tracked.
- The inspector held conversations with staff and observed them in practice.
- A meeting was held with the manager to discuss their leadership of the setting.
- Joint observations were carried out with the deputy manager.
- The inspector had a learning walk with the manager through all areas of the setting.
- The inspector spoke to children about their experiences.
- The inspector looked at a sample of documentation, including the suitability of staff and their training records.
- The inspector held conversations with parents and took into account 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022