

Inspection of Partou Haddenham Day Nursery & Pre-School

Haddenham County First School, Haddenham, Aylesbury HP17 8DS

Inspection date: 3 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

There is a clear and well-thought-out curriculum that generally builds on children's learning over time. By focusing on supporting children to develop positive attitudes towards learning, staff plan activities effectively that engage and stimulate children's interests. Although there were no children with special education needs and/or disabilities on roll during the inspection, staff confidently talk about how the diverse and flexible curriculum can be adapted to suit every child at every stage of their development. Children of all ages display high levels of confidence and self-esteem. They explore activities with confidence and a sense of curiosity. Children show resilience as they persevere and keep trying.

Staff talk with children, model words and provide children with an ongoing commentary of their activities. This helps children to hear new words in context. Babies show their excitement as they squeal during activities and ask for 'more'. Staff listen to what children have to say. They are respectful to children's early attempts at talking and listen intently, showing their genuine interest. Consequently, this stimulates children's desire to want to talk.

Staff support and encourage children's good behaviour well. They explain their expectations to children clearly. For example, staff tell children why they need to wash their hands before lunch, explaining why their hands are dirty and need to be washed. This develops children's understanding of rules and encourages them to reflect on their activities and learning.

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

- The provider has a progressive approach to developing the curriculum. By taking aspects of different perspectives and attitudes towards early education, the provider ensures the curriculum evolves over time. Staff embrace the use of natural resources and promote sensory experiences. They create a welcoming and interesting environment that encourages children to be motivated and intrigued by their learning.
- Children develop a strong sense of identity and community. Staff take children on trips in the local area, where they learn about their local environment and enjoy activities that are interesting, such as visiting the local library. This, along with staff reading lively and exciting stories to children, contributes towards their love of books.
- Activities sustain children's interest and attention. Older children demonstrate joy and excitement as they test out what items will float or sink. Staff support children well. However, occasionally the intentions they have for some activities do not always focus on children's sequential development. Occasionally, this means that staff do not coach children to ensure they do not repeat

misinterpretations, such as when learning to form letters and write.

- Older children are confident talkers. They can negotiate and explain their ideas precisely. For example, when playing card games, children clearly explain the rules and have a strong sense of justice and fairness. This helps children to play together well.
- Babies follow their home routines for rest and sleep. There is an unhurried daily routine that helps children to feel content. Staff are vigilant in supervising children and recognise indicators that children are becoming tired or hungry. Staff encourage children to be independent and capable. They offer children support, but also allow them to take small, manageable risks, such as when using low-level climbing equipment. By doing so, children begin to work out how to solve problems for themselves. Staff's kind, caring and attentive interactions help children to feel safe and secure at the nursery.
- All staff receive positive support. Senior leaders promote staff's well-being and there is a stable staff team. Leaders encourage staff to undertake training and provide guidance and sufficient time for apprentice staff to study. Staff have regular supervision meetings, however, there are not always well-established plans and targets set to help staff to know how they can increase their personal effectiveness.
- Staff work in a collaborative manner with parents. From the beginning, staff encourage parents' involvement and regularly share information about children's learning and development. Staff work equally well with local schools to support children when they move on. This helps children to feel confident and excited about moving on in their education, which staff prepare them well for.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase the precision of what staff intend for children to learn during activities, so that their support more effectively builds on children's existing skills
- enhance the programme of support, supervision and coaching for staff to build on their knowledge and further develop their effective teaching.

Setting details

Unique reference number	EY553482
Local authority	Buckinghamshire
Inspection number	10411124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	68
Name of registered person	Haddenham Day Nursery Limited
Registered person unique reference number	RP553481
Telephone number	01844292678
Date of previous inspection	25 August 2021

Information about this early years setting

Partou Haddenham Day Nursery & Pre-School registered in 2017. It operates from the Haddenham County First School site, in Buckinghamshire. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery. The inspector reviewed safeguarding arrangements, recruitment procedures and the policies and procedures for the safe use of technology.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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