

Inspection of Corby Priors Hall Park

3 Hyde Place, Weldon, Corby NN17 5EB

Inspection date: 9 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy at this setting. They wave 'goodbye' to their parents and confidently join the group to select an activity of their choosing. Children are engaged and concentrate on the task in hand. They are excited to join new activities and wait patiently for staff to give them instructions. Children are proud of themselves and celebrate their achievements. When a small group of children work together to build a tower, they share their success with their peers and adults.

Children are independent. Staff encourage them to feed themselves from a young age. As children progress through the nursery, they learn more complex skills. When children begin in the foundation room, they learn to dress themselves and help at mealtimes. They pour their own drinks and tidy away their plates. Children begin to recognise their own needs and communicate them effectively. Outside, children recognise their hands are cold and go to find their gloves.

Children develop a love of books through regularly looking at them and activities based around a range of stories. They use resources to retell the story of the 'Gruffalo'. Babies explore textures in books and listen carefully when an adult reads to them.

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

- The manager has constructed a well-sequenced curriculum that is ambitious for all children. Staff focus on children's personal, social and emotional skills, which build gradually as children move through the nursery. Children make good progress. The foundation room prepares them for school and provides them with the skills they need to succeed in life.
- Staff provide a language-rich environment where they introduce new vocabulary and encourage children to develop language skills. Staff skilfully teach young children new words. When babies explore a tray of snow, they say words and staff repeat them back clearly. Children explore textures and staff introduce new vocabulary such as 'cold', 'squeeze' and 'scoop'. Staff use picture books and objects of reference to support children's understanding. Children's communication skills progress rapidly and they are confident talkers.
- Children with special educational needs and/or disabilities receive excellent support from staff. Staff work closely with other professionals to develop support plans and identify targeted next steps for children. This means that children are closely monitored and they make good progress. Support plans are shared with parents and children's development is discussed regularly.
- Children demonstrate high levels of engagement during adult-led activities. They ask questions and staff are enthusiastic and maintain children's attention.

However, staff do not always give them the same attention during transition times, and sometimes children become disengaged.

- Staff encourage children to think for themselves and experiment. For example, when making play dough, staff ask children to think about what they can add to the sticky dough to improve the consistency. Children respond with different ideas and test these out by adding different ingredients to their bowl. They reflect on what has worked and what they might need to do next. Children extend their thinking skills to find out what happens.
- Staff communicate with parents well and regularly discuss children's progress and development. The setting provides parents with an online app, which is full of ideas and activities to use at home. This supports children's learning at home and provides consistency in their learning experiences.
- The setting provides a range of healthy meals for all children. They talk about healthy and unhealthy foods during mealtimes and learn how to look after their bodies. Staff share recipes with parents to support healthy eating and meal planning at home.
- The management team provide staff with good support. Staff comment that they enjoy working at the setting. There is regular supervision for staff and good support in place for new members of the team during their induction. Training needs are identified and addressed, and this is reflected in the overall practice at the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is a good safeguarding culture across the setting. All staff have an excellent knowledge of protecting children from the risk of harm. They follow their settings procedures to report any concerns they may have. Staff attend regular training and managers ensure that they receive regular updates and refresh their safeguarding knowledge. All staff understand the procedures of reporting concerns about another professional. Contact details for the local authority are displayed in the setting so that staff can access this information with ease.

What does the setting need to do to improve?

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

- improve the organisation of routines so that children remain engaged during transitions between activities.

Setting details

Unique reference number	2614899
Local authority	North Northamptonshire
Inspection number	10276012
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	120
Number of children on roll	172
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	No Number
Date of previous inspection	Not applicable

Information about this early years setting

Corby Priors Hall Park registered in 2021. The nursery employs 38 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. It opens 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four- year old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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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