

Inspection of Corby Glen Preschool

Ron Dawson Memorial Hall, Swinstead Road, Corby Glen, Nr Grantham, Lincs NG33 4NU

Inspection date: 14 September 2023

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

Staff greet children and their parents warmly as they arrive. This contributes to children entering pre-school happy and ready to learn. Children follow routines that are embedded by staff. For example, they find their named peg in the cloakroom and hang up their belongings before joining their friends. Staff want children to be confident and independent. They create an environment where children can lead their own play and learning. For example, children often choose to access creative resources. Staff suggest children try to put on their own painting aprons. Children choose and squeeze out the paint they would like to use. With encouragement from staff, children use their fingers to paint and mix colours to create new shades.

Attentive and motivating staff nurture children's delight in exploring the natural environment. Children share resources, such as magnifiers, as they search for bugs in the outdoor space. Staff carefully capture a Daddy Long Legs and hand it to the children, they explain how to hold it gently. They introduce new words for children to learn, for example 'tickly'. Staff support children to build an early understanding of making healthy choices in the food they eat. For example, during snack time staff tell children that eating red fruit makes their heart nice and strong. Children with special educational needs and/or disabilities (SEND) receive individualised care and learning. This helps them to make good progress.

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

- The manager is knowledgeable and acts as a positive role model for her relatively new staff team. Already, there is clearly a strong team spirit and a desire to support children to achieve good learning outcomes.
- The manager uses additional funding thoughtfully to support children's good health and development. For example, one day a week staff provide ingredients and support children to make a healthy and nutritious lunch. This helps children to understand the importance of making healthy food choices.
- Staff attend one-to-one meetings with the manager. Staff comment on how well the manager prioritises their well-being. However, the manager has not yet embedded support to help improve staff teaching practice over time.
- The manager plans a well-sequenced curriculum to help prepare children for the next stage in their learning. The current focus for children's learning is to develop their personal, social and emotional skills as they settle into pre-school. The staff know the children well and plan activities based on children's interests and next steps in learning.
- Promoting communication and language is at the heart of this pre-school's practice, and interactions are, overall, of a very high quality. Staff introduce interesting new words, such as 'slinky' and 'ooze', to help enhance and extend

children's vocabulary. However, staff occasionally become so engrossed in established children's activities that they have less meaningful interactions with newer children.

- Staff implement well-organised routines that help children understand what is expected of them. Children take on small tasks when asked, such as to help tidy the environment. During small-group time, children learn that an adult must open 'the bucket' used for the activity. Children practise social skills, such as listening, sharing and turn taking.
- Staff provide opportunities to enhance children's growing independence. They sit alongside children and show them how to hold child-safe knives to cut up fruit for snacks. Children use their handling skills to pour milk or water from a jug. Staff offer lots of praise and encouragement as children do things for themselves, such as putting on their outdoor shoes. This helps to raise children's self-esteem.
- Staff promote children's physical development well. They provide plenty of opportunities for children to play outdoors on the large playing field. Staff support children in developing their large-muscle skills as they encourage them to run and ride balance bicycles and scooters.
- Staff foster children's love of books and reading. During a recent 'readathon', members of the community, such as the local vicar, a police officer and family members, visited the pre-school to read to the children. The pre-school purchased new books to create a lending library. Children borrow books to take home and share with their parents and carers. Children often independently choose and look at books or ask staff to read to them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities. They are alert to signs and symptoms that indicate a child's safety is compromised. Staff are aware of how to respond should they be concerned about a child's welfare. Regular safeguarding training supports staff's up-to-date knowledge of concerns, such as the 'Prevent' duty. The manager follows safer recruitment procedures and completes rigorous background checks on new staff to ensure children are cared for by suitable adults. Staff talk to children and use child-friendly books to help them learn how to keep themselves safe when using internet-enabled devices.

What does the setting need to do to improve?

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

- develop support for staff to help them further improve their individual teaching practice
- support staff to provide newer children with consistently meaningful interactions.

Setting details

Unique reference number	260015
Local authority	Lincolnshire
Inspection number	10279947
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	1 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Corby Glen Playgroup Committee
Registered person unique reference number	RP901746
Telephone number	07951918158
Date of previous inspection	22 September 2017

Information about this early years setting

Corby Glen Preschool registered in 1994 and is located in Corby Glen, near Grantham. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during school term time. Sessions are from 8am until 6pm. The pre-school also opens during school holidays, offering sessions from 8am until 6pm, depending on demand. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to the staff and the children at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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