

# Inspection of Pen Green Centre for Children And Families

Pen Green Lane, Corby, Northamptonshire NN17 1BJ

---

Inspection date: 10 January 2024

<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	Inadequate

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

### The provision is outstanding

Leaders have swiftly and decisively responded to the actions raised at the last inspection, making insightful changes to the organisation of the spaces used by children. Furthermore, through a raft of training and development opportunities undertaken by the staff team, the quality of the learning experiences children receive is exemplary. Children are now grouped by age, which enables staff to tend to their learning and care needs with more precision. Leaders design a superbly sequenced curriculum that is firmly based on what children need to know and the skills they need to become strong individuals. Leaders' ambition for children results in all children, especially those with special educational needs and/or disabilities (SEND), making rapid progress from their starting points.

Children thrive in the nursery. Staff nurture the children's development effectively and carefully track their progress. This means that any gaps in their development are quickly identified, and prompt action is taken to provide children with the support they need to succeed. Children behave exceptionally well and take great pride in their achievements. For example, through staff's effective interaction and encouragement, children try out new vocabulary as they play together in the role-play area. Children happily play alongside their peers, demonstrating early attempts at negotiation as they share resources.

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

- Leaders and staff have worked at pace to bring about significant improvement in the nursery. Leaders have a clear vision, which is shared by the staff team, for what they want children to learn and how they want them to develop. Leaders have reflected carefully on the previous inspection and worked collaboratively with staff in response. This has resulted in a seamless transition for children, who are now grouped by age, and for staff who have moved rooms. Throughout this change, it is evident that staff's focus has remained on doing the right thing for the children in their care.
- Staff provide children with high-quality learning experiences. Much is done to ensure that staff know precisely where each child is in their development. This helps staff to interact with children on an individual basis while they are engaged in a chosen activity. As a result, opportunities to build on what children know are expertly woven into the child's play. In recognition of the continued impact of the pandemic, staff rightly focus on helping children to develop their communication skills. Through their conversations with children, and the introduction of new and increasingly complex words, children are developing their spoken language.
- Children are very confident given their age, stage and development. They show an understanding of the consistent boundaries set by the staff and, as a result,

their behaviour is very good. This is remarkable given that the children are less than three years of age. Children listen attentively to staff and follow their instructions eagerly. Children are very curious about the activities on offer and are ably supported by the staff to get the most out of their play. For example, children enjoying making tea for adults in the role-play kitchen.

- Children settle well as they arrive and become engrossed in the activities available to them. They seek out key staff for cuddles, and relationships are clearly warm. Children are busy and engaged in activities with staff. Children have numerous opportunities to make independent choices about what they do. This helps them to remain immersed in their play for extended periods of time. For example, a child, who has until recently struggled to concentrate, spends a long time chalking on the nursery floor with staff support. The staff manage children's personal care needs with careful consideration. Children aged under two years are given lots of time to explore independently their fascination with washing and drying their hands. Staff's skilful interactions mean that even these simple routines become a teaching moment.
- Partnerships with parents are a real strength of the setting. Parents speak fondly of the level of care provided for their children. They know what their children are learning through routine messaging using an online system. They are able to be involved in their children's achievements as they happen, as staff take the time to call them to share important updates.
- Children are provided with well-balanced and nutritional meals and snacks. Staff are vigilant and carefully supervise children as they eat. There is a curriculum for outdoor play, which provides children who like to play outdoors with many learning opportunities.
- Leaders and staff ensure that children are safeguarded. There are robust processes in place that are understood and implemented effectively by all staff. As a result, immediate action is taken to safeguard children. The staff, children and their families benefit immensely from the expertise of the designated safeguarding lead (DSL) and the well-established links they have with the on-site family support workers. Staff are fully aware of the contextual safeguarding issues that the children may be exposed to in the local area. Staff recognise that attending the nursery is a protective factor and use innovative strategies such as dropping books off at children's homes to encourage them to bring them back.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY356011
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10315017
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	33
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Pen Green Centre for Children and Families Governing Body
<b>Registered person unique reference number</b>	RP904746
<b>Telephone number</b>	01536 400068
<b>Date of previous inspection</b>	27 September 2023

## Information about this early years setting

Pen Green Centre for Children and Families registered in 2008. The centre employs 12 members of childcare staff, all of whom hold early years qualifications from level 3 to level 7. The centre opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The centre provides funded early education for two-year-old children.

## Information about this inspection

### Inspectors

Sarah Gilpin  
Kirsty Mulvaney

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The headteachers joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want children to learn.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors spoke to the staff and the children at appropriate times during the inspection.
- The inspectors completed observations of activities with one of the headteachers.
- The special educational needs coordinator spoke to an inspector about how they support children with SEND.
- The DSL spoke to an inspector about how they safeguard children.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation.

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 2024