Inspection of The Priory Day Nursery

The Priory Nursery School, 20 Priory Road, High Wycombe HP13 6SL

Inspection date:	4 July 2025

Overall effectiveness	**Requires improvement**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Requires improvement**
Leadership and management	**Requires improvement**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Staff greet children warmly as they arrive, helping them to separate confidently from their parents. Children explore their designated rooms securely, engaging in new experiences and moving comfortably throughout the setting. Leaders have risk assessments to maintain a safe learning environment. However, they do not monitor staff practice closely enough to ensure these are used consistently. This does not fully promote children's well-being and has an impact on the overall quality of care provided. Positive behaviour is evident, with children showing kindness by sharing toys and comforting others. Staff model respectful interactions and reinforce expectations, helping children build caring relationships. Children confidently communicate ideas and interests, creating a lively, language-rich setting. Staff engage them in meaningful conversations and ask open-ended questions to develop their thinking and vocabulary. Story time is expressive and interactive, fostering a love of books and supporting early literacy.

Some staff actively draw on their knowledge of each child to plan a diverse range of activities tailored to individual interests. As a result, most children actively engage in thoughtfully prepared experiences, often becoming so absorbed that they remain focused for extended periods. For example, while digging, pouring and constructing in the sand tray. The key-person system strengthens emotional bonds, with dedicated staff members forming secure, trusting relationships with the children in their care.

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

- The nursery is clean and well maintained. Although daily risk assessments are in place, the management team do not ensure that staff implement risk assessments consistently and robustly. Consequently, at times staff do not quickly identify all possible issues to ensure the environment is ready for use and suitable for children. For example, sometimes staff do not notice or remove unsuitable items or address issues as they arise throughout the day. This has an impact on children's well-being.
- Staff comfort children when they feel upset, offering cuddles and care that build their confidence. They encourage children to make independent choices, such as washing their hands, pouring drinks and serving their own snacks. By guiding children through these routines, staff nurture their independence and promote emotional security.
- Children are happy and show that they are at ease in the nursery. Children are forming good friendships and are seen to play in collaboration with and around each other. For example, toddlers laugh and cheer together as they play 'What's the time Mr Wolf?' Staff support children's self-confidence well with a good amount of praise and encouragement. However, some staff do not implement

effective strategies to help children learn the effects of their actions, to help them build a deeper understanding of why rules are in place.

- Children who speak English as an additional language are well supported through a collaborative approach. Staff work closely with parents and outside agencies to help children make good progress and achieve their goals. For example, staff use key words obtained from parents and pictures of routine times to help children to understand what will happen next.
- The management is aware of some areas where staff need support. However, they do not identify all inconsistencies in practice. For example, on occasions some staff lack confidence in challenging children's development purposefully, especially the older children, who at times lack age-appropriate resources to extend learning. Despite this, staff comment they feel well supported and part of a team and have access to positive training.
- Staff support and encourage children's communication and language development well. They provide effective interactions with children and together they sing and read stories. Children particularly enjoy action songs. For example, staff sing fun songs to name body parts. Children join in, showing excitement and joy as they move their bodies.
- Parents deeply value the positive partnerships they share with staff. They highlight how well the staff know their children and appreciate the daily verbal updates on their learning. Newsletters and development updates are well received and actively used to reinforce learning at home.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve monitoring of staff practice to ensure procedures, such as risk assessments, are implemented consistently.	04/08/2025

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

- build on the positive behaviour management strategies to help children better

understand the rules and boundaries further

- strengthen staff's understanding of how to precisely plan to the ages and stages of children's development.

Setting details

Unique reference number	EY489168
Local authority	Buckinghamshire
Inspection number	10399028
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	0 to 4
Total number of places	45
Number of children on roll	62
Name of registered person	Woodside Trading Limited
Registered person unique reference number	RP903304
Telephone number	01494 527807
Date of previous inspection	18 November 2019

Information about this early years setting

The Priory Day Nursery registered under new ownership in April 2015. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. It is in receipt of funding for nine month, two-, three- and four-year-old children. The provider employs 14 staff. Of these, nine members of staff hold early years qualifications at level 3 or above, including one who holds a qualification at level 6.

Information about this inspection

Inspector
Rochelle Anderson

Inspection activities

- One of the management team and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- One of the management team and the inspector carried out a joint observation of a planned activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025