

Peek - A - Boo

Inspection report for early years provision

Unique reference number EY392688
Inspection date 17/11/2009
Inspector Lesley Sharples

Setting address Peek A Boo Nursery, 3 Vicarage Avenue, Thorton-Cleveleys, Lancashire, FY5 2BD
Telephone number 01253 865197
Email
Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Peek-a-Boo Nursery has been registered since 2009. It is situated in the centre of Cleveleys in a residential area close to the library, beach and open spaces. Facilities for children are set within a detached two storey building and comprises of the baby unit, Todd's and Two's room including the conservatory on the ground floor, with the open plan pre-school upstairs. There is an outdoor area sited to the front and rear of the nursery.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration is for a maximum total of 75 children. There are currently 84 children on roll. The setting supports children with special educational needs and/or disabilities and for those who have English as an additional language.

The staff team of 15 is led by the manager who has a Level 4 qualification, there are another three members of staff with Level 4 qualifications and seven other qualified staff. There is also a qualified teacher and support staff employed. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well because staff recognise their unique learning and development needs. Ongoing learning journeys reflect the skill of staff in observing and planning for their next steps. Children's welfare is a priority and the setting is safe but, some hazards in the outdoor area have not been recognised. Documentation is well recorded and policies and procedures are in line with requirements. Staff suitability is checked and records are held. Parents enjoy good relationships with staff, receive information about their child's development and their views are valued. Links are being developed with other settings providing the Early Years Foundation Stage and staff work with other professionals. The setting is committed to continuous improvement and uses advice and guidance from a range of places to improve the outcomes for children in their care.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the outdoor area to the front of the building is safe and secure (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 18/12/2009

To further improve the early years provision the registered person should:

- develop the potential of the outdoor play environment to extend opportunities for children's learning and development, as well as their health and well being
- increase the use of questioning and challenging children's thinking in relation to aspects of problem solving, reasoning and numeracy, to clarify their understanding
- provide appropriate utensils for children at mealtimes

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because the staff have a good understanding of safeguarding issues and the procedure to follow should they have a concern, including how an allegation about a member of staff would be handled. Recent training ensures up-to-date knowledge and systems are in place for the nominated persons. Children's safety outdoors is not assured, due to hazards which have not been recognised. All staff checks for suitability are completed and records are held to evidence this. The staff team are motivated in developing their knowledge and skills and consequently hold high level qualifications. This, alongside their commitment to develop, impacts positively on children's welfare, learning and development.

Parents are very complimentary about the standard of care on offer and especially the regard they have for the staff team. They confirm that there is a two-way flow of information and know how well their child is progressing. Parents' points of view are eagerly sought and their comments are acted upon and feedback explains what is being done. Planned open evenings invite parents to spend time with staff, looking at their children's documentation. The setting is effectively developing links with other settings, where children attend and who provide the Early Years Foundation Stage. They use a diary system for exchanging information and children are able to take the nursery soft toy home with them.

The setting promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. Positive images, welcome signs and symbols around the nursery give children and families a sense of belonging and of being valued. Continuous improvement, through reflective practice, is targeting priorities for positive outcomes to children. Self-evaluation is beginning to recognise other areas for improvement and the manager is motivated in her vision for the setting. The changes already to the decoration and increased resources in the nursery creates an improved environment for all.

The quality and standards of the early years provision and outcomes for children

Children are happy, feel secure and confident within the nursery and strong relationships are formed with their key person. They recognise their photograph above their coat peg, and consequently feel a sense of belonging. They immediately settle well to play within a learning environment which is vibrant and

attracts children to make choices, thereby self-initiating their own learning and developing their self-esteem. Staff are on hand to support if required, especially in the baby unit. They also recognise they would be interfering, if older children are engaged in their play and do not require adult input. Plenty of examples of children's creative work are displayed on the walls and many resources and posters that reflect the wider world, so children learn about differences as well as similarities. They enjoy outings within their local community, such as the library, eagerly looking at the books on their return. Currently the outdoor area limits the potential to provide extended learning opportunities and this is recognised within the self-assessment.

Observation links to the planned activities and development files have been created, including examples of work and observations of the children. These files are separated into the six areas of learning so that all areas are covered. Observations and planning for children's next steps in their learning are well written and reflect the range of learning opportunities for all children. Within the baby unit, sand play and bubbles were especially enjoyed and early chances for using technology is well resourced. Creative development is encouraged in many ways so children use their imagination within role play and different media and materials. They create spaceships and paint freely and have plenty of resources for mark making and developing early writing. Although children have plenty of experiences for problem solving, reasoning and numeracy development, they are not questioned or challenged sufficiently to check their understanding. They do though, have good reference within their environment for number, colour, shape and letter to help with this. Children have chances for sessions in dance and music from visiting professionals, which widens their experiences. Children with additional needs are well supported through partnership with parents and other professionals. Staff are competent in their ability to help all children make progress.

Children's' welfare needs are met through the provision of nutritious and healthy meals and snacks. Their dietary requirements are known and the chef prepares freshly cooked foods which are adapted for all ages, for example, pureed for babies. However, appropriate utensils are not provided to help children learn to manage their meals. Young babies rest safely as knowledge relating to cot death is shared and put into practice. Children play well together, make friends and especially notable is their involvement in making positive rules to follow, by being asked what they want included. Children feel safe as they are able to explain what each of the traffic light colours mean and confidently explain what they like best in their nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 18/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 18/11/2009