

Peek - A - Boo

Peek A Boo Nursery, 3 Vicarage Avenue, THORNTON-CLEVELEYS, Lancashire, FY5 2BD

Inspection date	05/08/2013
Previous inspection date	17/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and form strong attachments with staff, which supports their emotional development.
- The nursery provides activities and opportunities for children to make satisfactory progress across all areas of learning and development.
- Staff form strong working relationships with parents and carers who feel they are kept informed about their child's daily activities.

It is not yet good because

- Risk assessments are not always rigorous as they do not always effectively identify all potential hazards to children's safety.
- Assessments of children's abilities on entry to the nursery are not always completed making it difficult to precisely monitor their progress from the outset.
- Plans for improvement are not sufficiently well-defined to ensure that their impact on children's learning and development can be effectively monitored.
- Planned activities are not always well thought out or appropriately resourced to ensure children make the most of the learning opportunity.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each playroom.
- The inspector held meetings with the manager, talked to staff and carried out a joint observation.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector conducted a tour of the premises.

Inspector

Neil Butler

Full Report

Information about 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 along with the open plan pre-school. 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. There are currently 71 children on roll.

The staff team of 17 is led by the manager who has a qualification at level 4, there are another three members of staff with qualifications at level 4 and 12 other qualified staff. There is also a qualified teacher employed. Advice, support and training is gained from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all potential hazards to children are identified and managed through the use of consistently thorough and effective risk assessment
- ensure that ongoing assessment is effectively supported, for example, by ensuring precise assessments of children's abilities on entry to the nursery, so that progress in their learning and development can be securely monitored.

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

- ensure plans to improve the nursery are clearly defined so that their effect on children's learning and development can be monitored
- ensure planned activities are appropriately located and resourced to allow children the best opportunity to achieve the desired learning outcome.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff regularly observe the children in their care and use this opportunity to plan activities that ensure children are making satisfactory progress across all areas of their learning and development. However, assessment of children's abilities on entry to the nursery are not always completed so it is difficult to see how well children are progressing in relation to their starting points.

All staff have an appropriate understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge to plan and generally support children's progress through a range of specifically targeted activities. Staff are enthusiastic and supportive, ensuring that children have a positive attitude to play and learning. As a result, children from an early age are confident to access the activities provided for them and enjoy their achievements. However, not all activities are adequately prepared for or resourced. For example, when building towers using wooden blocks, children are located on a thick, uneven carpet that frustrates their efforts to balance the blocks and caused some to lose interest. Other resources are used well. For example, very young children use books with confidence and the fact that these books are available on a number of levels encourages them to pull themselves up and stand to access them. Children are therefore gaining skills in both early literacy and their physical development. Staff support such activities sensitively, knowing when and when not to intervene.

Key persons know their children well and hold regular discussions with parents, who report that they are happy with their children's progress. Parents are encouraged to provide information about their child's likes, dislikes and starting points on entry to the nursery. However, information gained, particularly with reference to children's starting points, is too varied and therefore, sometimes this valuable information is not able to be used effectively by staff to help support their ongoing assessment. The nursery has recently introduced monthly photographic observations which are shared with parents and they also send home regular newsletters to let parents know what is happening at nursery and what they could do at home to support this. For example, a recent newsletter suggested that children could be encouraged to mark make by drawing in mud or sand.

The indoor areas are thoughtfully planned to create stimulating and enabling environments. The rooms are bright and well resourced, allowing children to move freely between the activities on offer. The outdoor environment is richly resourced with play materials, equipment and books to support all aspects of learning. Unfortunately weather conditions on the day of the inspection rendered this area unusable.

Children's communication and language development is promoted by staff who model language well and consistently talk clearly to all ages of children. They use a variety of strategies to capture children's attention and develop their listening skills. For example, they encourage children of all ages to listen to the sounds made by the rain on the roof of the playroom and then sing songs such as 'Rain, rain go away'. Children are learning about sounds in the environment, the world about them and improving their communication skills by the use of song and rhyme. Song and rhyme is also used to explore mathematical concepts, such as counting and quantity, by using counting songs such as 'Current buns in the bakers shop' and 'Monkeys on the bed' to keep children engaged. Staff are also animated story tellers, using expression in the tone of their voices

to successfully sustain children's interest when reading stories.

Children are therefore gaining confidence in a variety of skills that will help them make the transition to the next stage in their learning such as another setting or starting school.

The contribution of the early years provision to the well-being of children

Children enjoy their time at nursery, participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They are free to choose from the resources and activities on offer and do so confidently, demonstrating independence and a willingness to direct their own learning. They talk happily with staff and each other. This shows that children feel emotionally secure at the nursery. The key person system contributes to achieving these close emotional attachments as staff know their children well. Consequently, children from an early age become confident and self-assured learners. Transition to school is well-supported with staff leading activities that promote discussions about the schools the children are going to. They discuss what friends will be with them and what the uniform will be like. This helps to prepare children for this important step. At mealtimes, children receive a range of meals and snacks that are freshly prepared by the nursery chef. The menu provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. Children's self-help skills are encouraged and effectively supported as they serve their own food at mealtimes. Hygiene routines, such as hand washing, are followed at both midday and afternoon mealtimes and staff discuss why this is important. Staff are good role models for children's behaviour. They speak to children in a calm, respectful and caring manner. Staff in all rooms, encourage and celebrate sensitive and caring behaviour. They use 'high fives' and verbal prompts to encourage 'kind words' and 'good sharing'. Consequently, in their interaction with others, all children show respect as they talk with their friends and consider the needs of others. Children are encouraged to move around the nursery calmly and through discussion with staff learn what activities and behaviour may cause harm to themselves or others. They are therefore learning how to assess risk and keep themselves safe. Children have daily opportunities for physical exercise both indoors and out. On the day of the inspection, severe weather made the well-equipped outdoor space unusable so staff provided opportunity for dance and movement activities inside that the children enjoyed but sometimes found it difficult to fully engage in as tables and other equipment had not been moved out of the way.

Children are fully supervised at all times during the day and a well-equipped first aid box is always available. A number of staff trained in paediatric first aid are on hand, so that accidents can be dealt with appropriately. Staff have been trained with specific regard to children's medical conditions including the use of specific equipment, such as inhalers.

The effectiveness of the leadership and management of the early years provision

Training and policies with regard to keeping children safe have recently been updated. All staff have been vetted to show that they are suitable to work with children and a thorough induction process ensures they are familiar with the safeguarding policies and procedures

in place at the nursery. Procedures for the recording of accidents are in place and allow managers to review on a monthly basis where or when most accidents take place and how, so that they can review possible causes and minimise them. Risk assessments are not however, always effective and do not ensure that all areas of the nursery are continuously safe. For example, on the day of the inspection metal staples were found to be protruding from a wall and a cabinet, posing a risk to children. This constitutes a breach of the safeguarding and welfare requirements and a requirement of both parts of the Childcare Register. All legally required procedures for the administration and recording of medication are in place and effective.

Regular staff meetings and the manager's own observations promote discussion on improvements to be made to the nursery. Discussion with managers and owners demonstrate that they have plans for the improvements they need to make although, it is not always clear what the desired effect of these improvements is intended to be and how their effect on children's learning and development will be monitored. The nursery is working closely with support staff from the local authority on their 'Step into quality' programme for which they are awaiting a final assessment. Staff also work closely with staff from the local primary and pre-schools the children attend to ensure information about children's progress is shared effectively.

All staff receive appraisal or supervision meetings every four months that allow them to discuss ways in which they can improve their practice as well as identify opportunities for further training and development. The manager regularly monitors the progress of all children at the nursery and reviews this information to assess where increased attention or further improvements can be made. Parents are complimentary of the nursery and are happy with the progress their children are making. They would 'recommend the nursery to another family' and 'feel happy' that their child enjoys coming to nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY392688
Local authority	Lancashire
Inspection number	925209
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	71
Name of provider	Peekaboonursery.info Limited
Date of previous inspection	17/11/2009
Telephone number	01253 865197

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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