

Peekaboo Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Peekaboo Day Nursery was registered in 2006 and operates from three rooms in a purposely adapted single storey building. It is situated on a main road in Bottesford, a suburb of Scunthorpe. The nursery is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. It is closed on Bank Holidays and the week between Christmas and the New Year. All children share access to a secure enclosed outdoor play area

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 24 children in the early years age group, with no more than nine under two years. There are currently 63 children on roll and their attendance is a mix of full and part-time places. The nursery employs 15 members of staff, 13 of whom hold relevant childcare qualifications. Of these, the owner/ manager is qualified to degree level and has Early Years Professional Status, four have a Foundation Degree in Early Years, with one of these working towards a full degree and Early Years Professional Status. A further member of staff is working towards Early Years Professional Status. The two unqualified staff are on a modern apprentice scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming environment, with good use being made overall of displays and labelling to promote the different areas of learning. Activities are planned around children's individual interests, and as a result, they are keen to learn and make good progress towards the Early Learning Goals. Good attention is paid to working with parents to ensure effective channels of communication are maintained, with information being shared effectively overall. Very positive links are made with providers of other settings the children also attend and highly effective systems are in place for self-evaluation. This ensures areas for development are accurately targeted and continuous improvement is of a good standard.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to see numerals displayed in purposeful contexts
- develop further the system for gaining information about children as individuals prior to them starting the setting.

The effectiveness of leadership and management of the early years provision

Good attention is paid to safeguarding children. Staff are very confident in recognising the possible indicators of abuse and know who to refer any concerns to. Robust systems are in place for the recruitment and vetting of any new staff and for their induction, ensuring children are cared for by suitable people. Visitors are asked to read and acknowledge the procedures they should follow whilst on the premises and a record is kept of their visit. Highly effective safety assessments are carried out on all areas, with action being taken to minimise any potential risks to the children's safety. These are backed up by daily checks. Detailed policies and procedures support the efficient management of the setting and all documentation is maintained to a good standard.

The dedicated and friendly staff team work highly successfully together. They have an enthusiastic approach and are committed to helping children reach their full potential. As the children's key person they very confidently discuss where the children are in terms of their learning and development and how they plan to promote their next steps. A well-organised environment is provided, with a good range of resources. These are easily accessible, enabling children to make independent choices in their play. Good use is made of labelling to show text has meaning; however, there is little evidence to show children how number is used for a purpose.

The owner/ manager is committed to providing high quality childcare and has a clear vision of what it is she wants to achieve for the setting. This is shared fully by the staff team. Staff are committed to improving their knowledge and practice through training and enthusiastically discuss the positive impact this has had on the children's learning, particularly in the outdoor area. Staff meetings are held on a regular basis when all members are encouraged to contribute. Good use is made of the Ofsted self-evaluation form to identify strengths and areas for development. The current focus is on improving the outdoor area, with parents and children fully consulted as to what they would like to see included.

Good attention is paid to promoting equality and diversity. Systems are in place to gather information about children's individual care needs and each child has an individual learning plan that is shared with their parents. Parents' beliefs are respected and staff actively encourage the children to embrace the diverse society in which they live. For example, through celebrating festivals from around the world, such as Diwali. Partnerships with parents are very positive. Good information is provided when the placement begins and settling-in visits are encouraged. Newsletters, daily diaries and the parent forum ensure good communication on an ongoing basis. Parents spoken to at the inspection praised the setting highly. Good attention is paid to working with providers of other settings the children also attend, or will transfer to, promoting a very effective shared approach to their care and learning. For example, staff from other settings are invited to the nursery and diaries are used for the reciprocal sharing of information.

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

All staff have a good understanding of the Early Years Foundation Stage and provide a good balance of child-initiated and adult-led activities, enabling the children to learn in different ways. Staff are enthusiastic in their approach and consequently the children are keen to take part in the activities, enjoy their learning and achieve well. For example, the youngest ones become fascinated as they explore the texture of sand, paint, glue and glitter and lots of laughter is evident as they play peek-a-boo using sheer material. Staff skilfully use open-ended questioning to make the children think and make good use of props, such as a tambourine, to encourage the older ones to count out three sounds. Effective systems for tracking children's progress are in place, which include staff's written observations and photographic evidence of the children at play. However, parents are not encouraged to share their observations of the children's prior learning at home, to help staff establish their starting points.

A calm, purposeful and homely atmosphere is evident throughout the nursery, which is very conducive to learning. Children learn to behave well because they know what is expected of them. For example, staff use the clock with the older children to explain that a particular activity will come to an end in five minutes. Children of all ages are given opportunities to take on responsibility and to make a positive contribution to the life of the nursery. For example, they all help to tidy away the toys after use and the older children help to give out the cutlery at lunch time. The older ones discuss how they are feeling and show concern if they think someone looks sad, suggesting a cuddle would help them to feel better. Good attention is paid to promoting children's communication, language and literacy. Staff promote lots of conversation and books and stories are enjoyed throughout the nursery. For example, the younger ones enthusiastically join in with the 'Bear Hunt'. The children have good opportunities to discover how things work and to explore the properties of various materials. For example, the younger ones attempt to fit a range of cardboard boxes inside each other and enjoy exploring dough, while the older ones become fascinated by the properties of the ice they find outdoors on cold days.

All children are very happy and settled and clearly feel safe within their environment. They welcome the staff's involvement in their play and the older ones are keen to talk about what it is they enjoy at the setting. Staff support the children well in learning about the part exercise plays in promoting a healthy lifestyle. Children of all ages relish being outside in the fresh air when they confidently use wheeled toys, splash in the puddles, build with recyclable materials and send balls down lengths of guttering. The children enjoy nutritious meals and snacks and staff promote the importance of eating healthily very successfully. For example, they encourage the babies to try different items of fruit. The children demonstrate good appetites at lunch time, with many asking for second helpings. The older children confidently discuss how drinking milk makes their bones and teeth grow strong and through activities, such as hand washing, all children learn

to protect themselves from infection. Personal safety is successfully promoted as the children learn how to carry items of cutlery safely and to sweep spills of sand up to prevent slips and falls.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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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