

Peek-A-Boo's Day Nursery

Lilac Cottage, Birch Hill Lane, Wigton, CA7 5HZ

Inspection date

Previous inspection date

24/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of how children learn and demonstrate good teaching strategies. They know the children well and therefore, they respond to children's interests to provide stimulating learning experiences. As a result, children make good progress in their learning from their initial starting points.
- Children have established a very good relationship with their key person. They are happy and settled because their key person supports their emotional well-being, individual care needs and routines.
- Staff are enthusiastic and highly motivated in all that they do. They have a good knowledge of how children learn and they interact effectively with them to continue to foster their development and learning. Staff have a good relationship with parents, which means that they work together effectively to support the overall care and learning needs of the children.

It is not yet outstanding because

- Opportunities to further support children's understanding of scientific mathematical concepts under shape, space and measure are not fully embraced with the pre-school children.
- The manager does not formally assess and monitor staff's knowledge and understanding of the nursery's policies and procedures.

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 children playing in the baby play area, pre-school play area, and outdoor play area.
- The inspector held discussions with the staff and the children throughout the inspection and held a meeting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's 'communication' books, children's progress records and evidence books, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, including the safeguarding procedure and uncollected child policy and the documented self-evaluation systems.

Inspector

Carys Millican

Full report

Information about the setting

Peek-A-Boo's Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a purpose built building in the grounds of a domestic dwelling in the rural village of Kirkbride, near Wigton, Cumbria. The nursery serves the immediate locality and the surrounding rural areas. The nursery opens five days a week from 7.30am until 6pm, all year round. Children attend for a variety of sessions. They are cared for in one large playroom with a designated partitioned area for babies, additional sleep room, kitchen, and associated facilities. All children have access to an enclosed outdoor play area.

There are currently seven children in the early years age range on roll. The nursery provides care for children before and after school and provides wraparound care for the local village schools. There are currently three staff employed at the nursery who all hold appropriate early years qualifications at level 2 and level 3. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's understanding of scientific mathematical concepts under shape, space and measure by, for example, introducing floating and sinking in water play activities
- develop further the assessment of staffs' continuous professional development already in place to include a more formal approach to monitoring and evaluating staffs' knowledge of policies and procedures in the nursery.

Inspection judgements

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

The quality of teaching is good. Staff know the children well and clearly understand how to maintain children's concentration and enthusiasm for learning. The good teaching strategies and the keenness of the children to take part in activities contributes to them making good progress towards the early learning goals. Staff carry out detailed observations of the children as they play and plan associated activities to meet their individual needs and interests. They track children's development and learning through detailed and regularly completed assessments. As a result, records are kept up to date with all the relevant information, which is contributed to by parents, who add information about what their child does at home. Children's development files are well organised and

accessible. Parents meet with key staff to discuss their child's development and learning and help complete the progress check at age two years.

Staff play alongside the children and talk to them about what they are doing. They are clear about the aims of activities and understand how to challenge children through questioning. During water play, children explore the sensory properties of water while filling and emptying containers. Staff show enthusiasm in all that they do and motivate children's learning. They introduce new words, such as 'empty, half-full and full' and ask children 'what makes the water wheel turn'. This supports children's listening and attention, understanding and speaking skills for communication and language. The activity also supports their physical skills by handling containers and carefully filling others with water and their understanding the world by observing the effects of the water. However, there is scope to further enhance this activity by introducing more scientific experiments, such as floating and sinking, to help children understand the concept of light and heavy. Young children practise early literacy skills. They use chalks on the static wall chalkboard and enjoy the experience of making marks on the floor. Painting opportunities are available using chunky brushes on the painting easel inside. Young children enjoy looking at themselves in the low-level mirrors and explore and investigate various natural play materials, such as plastic bottles and different sized cardboard boxes. Pre-school children display good levels of confidence and independence. They enjoy interactive group singing sessions with the babies. They play cooperatively together, chatting and enthusiastically singing together in a group and on their own. Children enjoy outdoor physical activities. They play in the sand tyre where they create a dinosaur world and then using various scoops and spades as they investigate in the mud kitchen. Children also enjoy balancing on the upturned crates, which helps develop their larger muscles skills by stretching and climbing and then jumping off them.

Staff support children's readiness for school by helping them to become confident and independent learners. Partnership working with parents is very good and parents speak very positively about the 'friendliness of the staff', the 'good communication' and make positive comments about 'how well their children are progressing since starting'. Various methods are used to keep parents well informed of children's ongoing development and achievement. On arrival and at collection times, staff take the time to speak with parents. At this time, they share information between them about what children have been doing and the next steps in their learning. This gives the parents the opportunity to add their own comments and ideas, especially around potty training and other personal skills. Staff complete a daily communication book for the parents of the younger children attending. These daily message books contain information about the children's activities and their care routines each day. Parents provided initial information on entry about children's care and welfare needs and staff find out what children know and can do. This ensures that clear starting points in children's learning are obtained, so that they can plan effectively for their next steps in development.

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

The nursery is very warm and welcoming with a spacious, open feel. The baby play area is cosy, calm and well equipped to meet the needs of the younger children. Babies are held

and cuddled closely by staff, so that they feel safe and secure. They smile and vocalise when they are spoken to and make lots of eye contact with their key person. Children enjoy playing peek a boo games, while looking in the mirror or hiding behind toys. Their walking skills are effectively supported by staff encouraging them to stand and by providing them with activity walkers, which children push around the sectioned area. There is ample space for children to move around freely indoors and staff engage them in physical play outside by playing ball games. Staff take children on walks around the community and to the village playground. Here, they access climbing frames and swings, which helps children to develop their balance and coordination skills. The key person system is firmly established. The relationships between staff and children in the baby and pre-school area are very strong. Parents say staff, 'provide a homely atmosphere' and 'give children individual attention and listen to their needs'. As a result, children form a close bond and secure attachment with their key person and this effectively contributes to their emotional well-being and sense of belonging.

Children learn to keep themselves and others safe. For example, they help to tidy away toys at set times during the day, take part in fire drills, so that they understand what to do in an emergency and they learn to be careful on the roads when out walking in the village. Staff are trained in first aid and basic food hygiene and they consistently implement good hygiene practices, such as when changing nappies or serving food. This safeguards children's health and well-being. Children benefit from eating nutritious snacks and healthy meals. Staff support children's understanding of healthy eating by talking to them about what food is good or bad for them and introducing food topics, cooking, baking and food tasting, into the planning. Children help themselves to fresh fruit snacks and meals provided by parents and stored safely by staff till required. The role play area has an assortment of fresh foods and play foods for children to handle and pretend to cook with. This helps to promote discussion with children about healthy eating and a healthy lifestyle.

Staff promote children's independence very well and help them to become independent in their self-care and eating habits. Babies are given a spoon to help to feed themselves and older children learn to pour their own milk and cut up pieces of fruit. Children learn to put on their coats and change their shoes or wellington boots and learn how to fasten their zips and do up buttons. They develop self-confidence and good self-esteem because staff constantly praise children in all that they do. For instance, staff and children clap their hands in appreciation when children sing on their own and staff say 'well done' to those who correctly count a number of objects as they play. Children's understanding the world is supported in activities. Staff incorporate various cultural celebrations into the planning and make sure that there are some resources, books and visual images, which represent difference and diversity throughout the nursery. Staff effectively support children's move onto school at the end of their pre-school year. They have established good links with the rural schools in the area, to provide wrap around and after school care for the children who require this service. Staff talk to children about school before they are required to move and they become familiar with the event by visiting the school to collect other children.

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

The manager and staff members demonstrate a good understanding of the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result of this, children are protected and kept safe and secure in the nursery. All staff hold an early years qualification and their continuous professional development further supports their good understanding of how children learn and impacts on nursery practice. For example, recent training in the use of empathy dolls has seen the children settling-in much easier and being involved in the care of 'Tilly', their nursery friend. When staff attend training, they evaluate what they have learnt and cascade their knowledge back to other staff during staff meetings. The staff team complete safeguarding training and first aid training, so that they know what to do should they have concerns about the welfare of a child and what to do in an emergency situation. Staff demonstrate a good understanding of what they should do to ensure the welfare of children is maintained. However, the manager has not considered how to monitor staffs' continued knowledge to ensure that all staff continue to keep their understanding up to date with procedures in between the three year training programmes. The manager completes robust recruitment and identity checks for all staff in contact with the children to ensure their suitability. This is followed by an effective induction, supervision and appraisal process. These are used to assess the staffs' quality of teaching, build on their existing strengths and highlight any areas for development. All the required policies and procedures are maintained and signatures are obtained from parents of children involved in any accidents.

Children are well protected and kept safe and secure in this well-organised and well-resourced nursery environment. Thorough safety checks are completed daily and detailed risk assessments are completed for all the areas children use, including outings off site. The regular staff meetings enable staff to share ideas and to evaluate the day-to-day provision. The manager monitors the educational programme and procedures are in place to track children's development effectively to make sure that any gaps in their progress are recognised early. This is so help can be obtained from other professionals, in order to continue to further promote children's development.

The manager and staff use self-evaluation and local authority action plans to ensure that the nursery's strengths and areas for improvement are identified and effectively addressed. Action plans are clear and concise and show the nursery's strong commitment and capacity to make improvements. Parents are involved in the self-evaluation process. They are asked for their opinion through the use of questionnaires. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting. They say that the staff are 'great'. The nursery staff demonstrate the importance of working effectively in partnership with parents to meet the individual needs of their children. Staff also understand the importance of working closely with other early years professionals and early years settings that children also attend to ensure information is shared. Parents are kept fully informed about all aspects of the nursery through regular discussions, newsletters, noticeboards and displays in the nursery reception area. Staff have established good links with the rural community schools and message books are used to share information and progress of children attending more than one setting. These support and enhance continuity of care and maximise learning opportunities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY466364 |
| Local authority | Cumbria |
| Inspection number | 933892 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 13 |
| Number of children on roll | 11 |
| Name of provider | Lisa Kathleen Richardson |
| Date of previous inspection | not applicable |
| Telephone number | 01697352220 |

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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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