

# Peekaboo childcare provision

Bankfield Children Centre, Bankfields Primary School, Mansfield Road,  
Middlesbrough, TS6 0RZ



## Inspection date

27 June 2017

Previous inspection date

16 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff work together successfully to ensure that children and families get the support they need. They are proactive in making links with other professionals to secure their involvement. This enables them to provide effective, individualised support to help close gaps in children's learning.
- Parents speak highly of the staff and the service they provide. They comment that they have seen a great improvement in their children's social development and communication skills.
- Staff give high priority to promoting children's speaking and listening skills. They use every opportunity to reinforce children's vocabulary and conversation skills, throughout their time at the setting.
- There is a relaxed and happy atmosphere within the setting. Children enjoy close relationships with their key persons who help them feel settled, secure and therefore, ready to learn.

### It is not yet outstanding because:

- Sometimes, staff do not make the most of opportunities to develop children's awareness of numbers and counting.
- There are not always sufficient resources available across the play space to fully support children's attempts at independent writing.
- Training and professional development is not always focused well enough on building staff's specific skills to raise the quality of teaching even higher.

## What the setting needs to do to improve further

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

- make the most of opportunities to support younger children to develop their awareness of numbers and counting
- provide more opportunities that support children's attempts at early independent writing
- use information from staff supervision meetings to target training and professional development even more sharply, in order to enable staff to extend their knowledge and teaching skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete training so they know the procedures to follow if they have concerns about the welfare of a child. Secure arrangements are in place for the recruitment of staff and all staff are vetted to ensure they are safe to care for children. The managers have a good overview of the progress of each individual child. This means that any gaps in children's development are promptly addressed. The managers work directly with staff and use this time to model good practice. They provide staff with regular opportunities to discuss planning, key children and any personal issues. Self-evaluation is used well and the views of staff, parents and children are valued and used to secure continuous improvement. For example, staff have completely reviewed the layout of the playroom so children are motivated and enjoy exploring their environment. Partnerships with the schools that children move on to are well established.

### Quality of teaching, learning and assessment is good

Staff enthusiastically participate in children's play, taking a genuine interest in what they do and say. They routinely observe and assess children's learning and use the information to identify what children need to learn next. This ensures children continue to move forward in their learning and develop the skills they need for their move on to school. Staff recognise when some children need more support and work effectively with parents to seek advice from outside professionals. Staff sensitively support children's developing language skills. They make good use of discussions and useful questions when they play alongside children. This encourages children to think and helps them to respond as they talk about what they are doing. Children demonstrate good listening and attention skills, as they sing action songs and listen to stories.

### Personal development, behaviour and welfare are good

Staff are warm and caring with all children. Children seek out staff to share their achievements and efforts and also when in need of comfort and support. Children's behaviour is good. Staff are positive role models and give consistent guidelines. They help children to learn about respect, acceptable behaviour and being kind to their friends. Children are given gentle reminders about good hygiene practice, such as why they need to wash their hands at pertinent times. They enjoy spending time in the fresh air, and take part in a wide range of activities. For example, children show great excitement when the parachute is introduced. They shake it vigorously, trying to make the ball fly off.

### Outcomes for children are good

Overall, all children are working comfortably within the range of development typical for their age. Children show their understanding of how to follow directions. When asked to help tidy up in preparation for snack time, they busily move around, finding and putting away items. Children concentrate for extended periods of time as they take part in activities that arouse their interest. They quickly learn independence skills that link to their current stage of development.

## Setting details

<b>Unique reference number</b>	EY465161
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1088169
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Peek-A-Boo Childcare Provision Partnership
<b>Registered person unique reference number</b>	RP532125
<b>Date of previous inspection</b>	16 January 2014
<b>Telephone number</b>	07814166675

Peekaboo childcare provision registered in 2013. The setting employs three members of childcare staff. Of these, two members of staff hold appropriate early years qualifications at level 4 and one member of staff holds an appropriate childcare qualification at level 2. The setting opens Monday to Friday from 8.40am to 11.40am and with the expectation of Tuesday afternoon opens from 12.15pm to 4pm, term time only. The setting provides funded early education for two-year-old children.

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