

Peek-A-Boo's Day Nursery

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



Inspection date	27 October 2017
Previous inspection date	24 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

- Children are happy, settled and enjoy strong emotional attachments with their key person and staff they regularly see. Staff are highly responsive to children's needs. They show a genuine interest in what children have to say and interact with them well. Children's emotional and physical well-being is supported well.
- The manager and staff work very well together, drawing on their individual strengths to create a strong staff team and effective deployment. Staff are fully involved in reflecting on the strengths of the provision and areas to improve. The views of parents, children and other professionals are regularly sought and used to inform further developments.
- Children have wonderful opportunities to learn about the wider world within the context of their own experiences. For example, staff thoughtfully present items for children to explore, including small-world toys, role play and books depicting the wider world, alongside more familiar items for children to make links in their learning.
- Staff are animated and enthusiastic in their approach to children's play and learning. Activities are exciting and provide children with interest and novelty. Children are keen, motivated and make good progress in their learning.

It is not yet outstanding because:

- Staff do not always gather a wide range of detailed information from parents when children first attend, with regards to children's developmental progress at home, in order to inform early assessments.
- Planning for adult-led activities is not always sufficiently linked to children's individual needs and identified next steps to help children learn to their fullest potential.

What the setting needs to do to improve further

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

- gather more detailed information from parents regarding their children's developmental progress prior to starting at nursery and use this to inform initial assessments
- focus adult-led activities more precisely on children's individual next steps to maximise these opportunities for learning.

Inspection activities

- The inspector observed the quality of teaching during play inside and outside and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures and self-evaluation processes.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a firm understanding of their role in protecting children. They receive ongoing training to support them in identifying and reporting concerns. The manager regularly monitors staff's understanding and confidence through discussions and scenarios. She provides wider support for staff's all-round practice through supervisions and formal performance management. Staff are well qualified and greatly supported to continue strengthening their skills and early years knowledge through further qualifications and training. Recent training in children's behaviour has led to staff using more positive reinforcement and helped them to identify triggers for unwanted behaviour. The manager monitors children's progress to help her understand their learning over time. This helps to ensure emerging gaps in learning are swiftly identified and addressed. Parents are complimentary about the nursery and staff team. They comment on the regular feedback they receive and the quality of care from the staff, whom some parents quote, 'Feel like family'.

Quality of teaching, learning and assessment is good

Staff regularly observe children, make accurate assessments and use this information well, overall, to inform planning and general interactions with children. Staff use a range of teaching techniques to engage and enthuse children and challenge their thinking. Staff model using musical instruments in a variety of ways, greatly promoting babies' exploratory impulses. They introduce other items such as ribbons and interactive toys, helping to maintain babies interest and concentration. Older children become effective critical thinkers. Staff encourage children to think about what might be inside their pumpkins, testing their mathematical understanding well as they suggest a dinosaur might be inside, which children recognise would be too big.

Personal development, behaviour and welfare are good

Children play and learn in a warm and nurturing environment. They eagerly anticipate the arrival of their friends and excitedly look out for who is arriving next. The small-group size means children of all ages often engage and play together as a group, promoting children's understanding of the needs of others. Children have good opportunities to learn about healthy lifestyles. Staff draw children's attention to their raised heart rate following physical play, and discuss the need and importance of rest and hydration. Children use knives and other tools safely, promoting well their understanding of safe behaviours.

Outcomes for children are good

All children make good progress. Children become independent from a young age. Babies learn to feed themselves and older children serve their lunch and pour their drinks. Children learn to play independently as well as alongside their peers and part of a larger group. Children listen well and follow instructions. Children gain key skills for future learning and to be ready for school.

Setting details

Unique reference number	EY466364
Local authority	Cumbria
Inspection number	1102601
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	18
Number of children on roll	19
Name of registered person	Lisa Kathleen Richardson
Registered person unique reference number	RP909728
Date of previous inspection	24 January 2014
Telephone number	01697352220

Peek-A-Boo's Day Nursery registered in 2013. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. In total, three staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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