

Peek A Boo Pre School

Union Congregational Church, 90 Pall Mall, Leigh On Sea, SS9 1RG



Inspection date	16 March 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 active learners. They make independent choices and lead their own play. They are confident and self-assured. They make strong attachments to staff and quickly develop a sense of belonging.
- Staff build close and effective partnerships with parents. Staff involve parents in early assessments of children's development, including a progress check for two-year-olds.
- Staff observe individual children closely and assess their developmental needs. They swiftly identify any delays in their learning and seek appropriate intervention and support for children and their parents.
- Children make good progress in their learning. Staff understand how children learn and provide challenging experiences to meet their needs and interests, overall.
- Staff evaluate the effectiveness of their teaching and provision. They seek the views of parents, children and other professionals when planning for future improvements.

It is not yet outstanding because:

- Staff do not plan the outdoor environment effectively, particularly to support children who enjoy learning outside.
- The provider does not consistently focus on how to support staff's ongoing professional development to enhance the quality of teaching to the highest level.
- Monitoring of information about the progress of groups of children to highlight any gaps in teaching and learning is not yet fully embedded.

What the setting needs to do to improve further

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

- enhance the outdoor provision to meet children's needs more effectively, particularly for those who learn best outside
- provide staff with more diverse opportunities for professional development that enhance their skills and expertise
- continue to develop systems for using information about the progress of groups of children to further highlight any gaps in teaching and learning.

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 the provider, staff and children, and attended an outing.
- The inspector carried out a joint observation with the provider.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as children's records, the suitability and qualifications of staff, policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Staff work well together as a team. They observe each other's practice and give constructive comments to support their development. Safeguarding is effective. Staff receive regular training in safeguarding to ensure they understand how to protect the children in their care. They regularly review their policies in line with local authority guidelines. Procedures for staff recruitment follow safe practices and the suitability of all adults in contact with children is checked. Staff share regular information with parents about children's routines and learning through daily diaries and regular meetings. They have recently introduced a new online programme for monitoring children's development to increase opportunities for parental feedback.

Quality of teaching, learning and assessment is good

Staff are dedicated to helping the children in their care to achieve their full potential. Children receive lots of individual attention from staff who extend their learning as they play. Children's communication and language skills improve and they become confident speakers, including those who are learning to speak English as an additional language. Staff use conversation and questioning techniques to support children's developing vocabulary and understanding. Staff help children to develop a keen interest in literacy. For example, children eagerly gather round as staff ask them questions about objects in a book. They race to push a button for the correct answer and glow with pride as staff praise them. Staff use opportunities during routine tasks to boost children's mathematical skills, such as counting how many plates they need for snack time.

Personal development, behaviour and welfare are good

Children enjoy playing with water. They carry it to different places and use it to water grass or create make-believe rivers. They enjoy physical activity on large climbing equipment in a local school playground. Staff teach children to cross roads safely and they talk about what is going on in their local community. They talk about a circus coming to town and what they might see there. Children learn about differences and similarities in people and in their environment. Staff are mindful of safety, although playful as they chase children and join in their games. Staff set realistic boundaries for children's behaviour and they are kind and attentive. Children learn to be patient and to take turns and share. They help staff to prepare healthy snacks and pour their own drinks, and they become independent from an early age. They learn cooperation and concentration and they line up together, waiting to wash their hands before their snack.

Outcomes for children are good

Children are creative and imaginative. They enjoy exploring different textures and finding out about colours and shapes. They are skilled in using scissors and this helps them to develop hand control in readiness for early writing. Children recognise letters in their name and find out that printed words have a meaning. They learn the skills they need to make good progress in readiness for school.

Setting details

Unique reference number	EY498244
Local authority	Southend on Sea
Inspection number	1036224
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Peek-a-Boo Pre-School Partnership
Registered person unique reference number	RP900905
Date of previous inspection	Not applicable
Telephone number	07849187694

Peek A Boo Pre School registered in 2016. It operates on Monday to Friday from 8.45am until 2.45pm, during term time only. A lunch club is also available. There are three members of childcare staff and the manager holds an early years qualification at level 4. The pre-school provides funded early education for two-, three- and four-year-old children.

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