

Inspection date	20 June 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

- There is a good focus on children's communication and language development. Staff use effective strategies and inviting activities to encourage children to listen and understand.
- Staff work well as a team and the manager supports them well. For example, she meets with individuals regularly, provides good opportunities for professional development and holds weekly staff meetings to evaluate practice and the provision.
- Children behave well. They are confident and independent, and enjoy their time at the nursery. Even the youngest children choose toys and pour their drinks with confidence.
- Partnerships with parents and other professionals are strong. Parents value good levels of communication they receive from staff. Staff work closely with schools and health professionals to ensure children are well prepared for the next stage of their learning.
- Staff provide a broad range of inviting activities and resources. Children enjoy learning and make good progress from their starting points.

It is not yet outstanding because:

- Children do not have many opportunities to build on their developing awareness of diversity and learn to appreciate fully the differences of people in the wider world.
- At times, staff become so involved in small-group activities, they are not always highly responsive to the needs of children outside these groups. They do not check if other children want to join the activity or ensure they remain fully focused in purposeful play.

What the setting needs to do to improve further

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

- provide more opportunities for children to gain a greater understanding of cultural diversity and disabilities, to build on their understanding of the world
- encourage staff to take better account of those children who are not involved in planned group activities to make sure that they remain occupied in purposeful play.

Inspection activities

- The inspector observed the interactions between staff and children, and observed children as they played.
- The inspector and provider observed a planned activity and discussed the impact on children's learning.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector held meetings with the provider.
- The inspector sampled a range of documentation, including children's development records, staff qualifications and key policies.

Inspector

Anne Mitchell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident about referring concerns about a child's welfare to the relevant agencies. The provider implements effective recruitment procedures and ongoing checks to ensure all staff are, and remain, suitable to work with children. Ongoing training opportunities have a positive impact on children's learning. For example, following a course on early mathematics, staff introduce mathematical concepts in a broader range of activities. Staff use their regular observations of children's learning, and 'in the moment' planning to take advantage of children's developing interests, to help them make good progress in their learning. The provider has a clear overview of the progress of individuals and groups of children, so she can quickly identify any emerging gaps in their development. The provider seeks the views of parents, staff and children to make ongoing improvements to the nursery. For example, following suggestions from parents, there is now a comfortable waiting area, with coffee and room to fill in forms.

Quality of teaching, learning and assessment is good

Staff know the children well and provide relevant and meaningful experiences to encourage their learning. For example, after reading a story about different fruits, staff provide children with the resources to make fruit kebabs, as part of their snack time. They count the grapes and look at the sequencing of the various fruits on the stick. They learn how to keep safe from the sharp end as they push on the fruit. Outside, children explore shapes and numbers through well-planned play. Staff provide specialist communication sessions, particularly for children who need extra help. These small-group activities effectively contribute to the development of speech and language in children learning English as an additional language and those with communication delay.

Personal development, behaviour and welfare are good

The key-person system works well to support children's emotional development. Staff work closely with parents to ensure the move into nursery is successful. For example, they visit children and their families at home before children start, and encourage settling sessions so children are confident to leave their parents. Children enjoy regular outings, such as to a local park to practise for their sports day. They discuss the safety rules before they leave and explain that they wear high-visibility jackets so that cars can see them. They understand the importance of holding hands, listening and looking for traffic, and listening to adults and staying close.

Outcomes for children are good

Children arrive confidently and settle quickly in the nursery. They learn the skills they need in readiness for school. Children learn to recognise numbers, shapes and letters through enjoyable activities. For example, a member of staff draws different shapes on the blackboard, and children find the chosen shape by squirting it with water. Older children measure their height and compare who is the tallest and who is the shortest. All children enjoy listening to stories read by staff, and looking at books alone or with a friend.

Setting details

Unique reference number	EY500121
Local authority	Torbay
Inspection number	1139966
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	2 - 4
Total number of places	35
Number of children on roll	60
Name of registered person	Peekaboo Childcare (Torquay) Ltd
Registered person unique reference number	RP901164
Date of previous inspection	Not applicable
Telephone number	01803614786

Peekaboo Childcare registered in 2016. It is located in Torquay, Devon. The setting is open each weekday from 7.30am to 5.30pm, during term time only. There are seven members of staff, most of whom hold a relevant early years qualification from level 2 to 6. The manager holds qualified teacher status. An administrator and handyman are also employed. The setting receives funding to provide free early education for children aged two, three and four years.

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Piccadilly Gate
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