

Peek A Boo Nursery

Browns Field Youth & Community Centre, 31a Green End Road,
CAMBRIDGE CB4 1RU



Inspection date	10 October 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 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

The provision is good

- The management team leads the nursery well and reflects on the service provided. They review each day to consider what has gone well and what needs to be improved to promote better outcomes for children. This supports them in monitoring the progress they are making in their drive for excellence in all areas.
- Staff establish friendly and trusting partnerships with parents. They keep parents fully informed about their children's day and learning. Parents are encouraged to remain involved in their children's learning, in the nursery and at home.
- Staff observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking and give them time to consider questions before answering.
- Staff respond sensitively to helping children settle into the nursery and feel secure. If a child builds a closer bond with a member of staff other than the allocated key person, they readily reallocate the child to their chosen adult. This member of staff then takes responsibility for the child's daily well-being and plans for their learning and development.

It is not yet outstanding because:

- Staff do not always persevere in their efforts to establish links with other settings that children attend, to fully ensure an effective two-way flow of information.
- Sometimes, staff do not make the best use of opportunities to help promote younger children's developing awareness of numbers and counting.

What the setting needs to do to improve further

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

- persevere with efforts to establish links with others who provide care and learning for the children
- focus more closely on supporting children's developing understanding of numbers and counting.

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 at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager, and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. Staff have regular opportunities to meet with management to discuss and manage their training needs. Leaders successfully foster a culture of mutual support and helps staff learn from each other. They monitor the learning and development requirements to ensure that children enjoy their time in the nursery and make good progress from their starting points. Testimonials from parents demonstrate the high regard they have for the staff. They describe staff as, 'Caring and friendly'. Parents appreciate the good levels of communication and that staff promote their home values. Safeguarding is effective. Leaders and staff have a good understanding of their responsibility to protect the welfare of children. They know how to recognise and report child protection concerns.

Quality of teaching, learning and assessment is good

Staff promote children's learning effectively. They know the children well and support them in purposeful play, indoors and outside. The quality of teaching is consistently good. Children benefit from a range of interesting toys and resources. Staff use opportunities to support children to use natural materials, such as sticks, pine cones and conkers, in paint for them to make marks and promote early writing skills. Staff organise each session well. Children are given notice of when activities need to change. This gives them time to complete activities of their choice before moving on with the routines of the day.

Personal development, behaviour and welfare are good

Children are happy in this welcoming nursery. Staff visit children in their own homes before they start in the nursery. This helps children get to know staff in their own familiar environment. Staff are caring towards the children. They know about their home lives and talk to them about their families, enhancing their sense of belonging. Children respond positively to the high expectations about their behaviour. Staff talk to children calmly. They gently remind them about the need to share, take turns and consider the needs of others, taking into account each child's level of understanding. Children learn the importance of good manners and respect for others. Staff encourage them to embrace their similarities and differences, and develop positive attitudes to each other and people beyond their own experiences.

Outcomes for children are good

Staff quickly identify and manage any gaps in children's learning. Children develop a good foundation for their future learning, such as moving on to school. They manage their own personal hygiene relevant to their age and stage of development. Children understand that print carries meaning and enjoy stories in small groups. Older children develop a good awareness of initial letters and sounds. They learn about mathematical concepts, such as weights. Children confidently use balancing scales.

Setting details

Unique reference number	EY501656
Local authority	Cambridgeshire
Inspection number	10076723
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	25
Number of children on roll	23
Name of registered person	Peek A Boo Cambridge Nursery LLP
Registered person unique reference number	RP911045
Date of previous inspection	Not applicable
Telephone number	07857152815

Peek A Boo Nursery registered in 2016. The nursery employs seven members of childcare staff, including the directors and volunteers. Three staff hold relevant early years qualifications at level 3 or above, including one who has early years professional status. The nursery opens from Monday to Wednesday during term time. Sessions are from 9am to 3pm. The nursery provides funded early education for two, three- and four-year-old children.

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