

# Inspection of Peek a Boo Childcare

Accrington Road Childrens Centre, Accrington Road, BLACKBURN BB1 2AF

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Inspection date:

28 January 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children benefit from a warm and nurturing environment. Parents do not enter the building, due to COVID-19. However, children are not affected by this. They make themselves at home and forge strong bonds with staff, who are taking the time to get to know them. Children are happy and well behaved. They demonstrate positive attitudes to learning. Even new children are settled and secure. Leaders aspire to be good. They want children to be ready for school, when the time comes. However, due to recent changes to the staff team, not all staff are aware of what individual children need to learn right now. Some parents do not know what their children are learning. This means that children do not make the best progress possible.

That said, children access a variety of meaningful activities that cater to their interests and follow themes, such as cultural celebrations and festivals. They eagerly explore real items, such as crockery during animated play in the pretend restaurant. Children attempt to use chopsticks to pick up noodles, and thread vegetables onto a skewer. This helps to strengthen their finger muscles, in preparation for early writing. These interesting experiences help children to become aware of people who differ from themselves, ready for life in modern Britain. Overall, children are gaining some of the skills needed in readiness for future learning.

### What does the early years setting do well and what does it need to do better?

- The provider has failed to notify Ofsted about a change to the nursery manager. This is a breach in requirements. However, the provider conducted robust recruitment and vetting checks to ensure the new manager is suitable for the role. This minimises any impact on children.
- Children follow the nursery rules. Older children tell their new friends 'no running' and 'kinds hands', during circle time. Children sit in small groups and eat their nutritious lunch. They chat to their friends and display very good table manners. Children also enjoy sampling new foods. This helps them to develop their taste buds and appreciate the need for variety in food. For example, they devour the freshy prepared fish curry and naan bread. Children's health and safety are further assured because staff supervise them while they are eating.
- The support for staff is not good enough. Although supervisions take place, they are in their infancy. There have been changes to the staff team and new staff have been recruited. As a result, the manager has prioritised mandatory training, such as developing awareness of child protection. Some staff have not received focused training to help them to strengthen their teaching skills. This means there are inconsistencies in staff's ability to support individual children to learn the skills they need right now. Table-top activities, such as painting,

sticking and gluing, enthuse children, but are not always tailored to meet each child's learning needs.

- The new manager has come from another of the company's settings. She is passionate about her role, and is developing new systems to monitor staff practice and the quality of education. The manager has identified that literacy and mathematics are a focus for older children. However, she has not ensured that the curriculum builds precisely on what individual children know and can do.
- Young children use single words. Staff sensitively reinforce the correct pronunciation, so that children hear and start to use the correct vocabulary. Staff introduce new words, such as 'bubbles, sponges' and 'splash', as younger children wash cars outdoors. Older children sing with gusto. They use sign language alongside their spoken words. Children's communication and language skills are developing well.
- Partnership with parents is variable. In the main, parents comment that they are happy with the service provided. They praise the experiences that their children receive and say they know their children are safe. Some parents receive activity packs to do with children at home, and borrow books from the 'lending library'. However, other parents comment that they are unaware of what children are learning. Some of the parents spoken to feel they are not updated well enough. They say they are not encouraged to contribute towards their children's learning.
- Leaders act with integrity and provide support to the local community. For example, they helped disadvantaged families by offering free meal packs during the pandemic. This also helped to ensure that they kept in touch with local children and could check that they were safe, if they did not attend.
- Staff encourage children to do things for themselves, but stay close and are available to help if needed. This means children are becoming independent. For example, children hang up their coats and bags when they arrive. They take a tissue from the 'snuffle station' and wipe their nose. Children place the used tissue in the bin, before sanitising their hands. They are familiar with consistent routines.
- Children are lively and active. They play outdoors every day. Younger children explore safely in their own outdoor space. Children thoroughly enjoy wake-up and shake-up activities after a period of sitting. They do simple stretching exercises and vigorously move around. This contributes towards their physical health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have received a lot of training on child protection and safeguarding. As a result, they are highly alert and have a strong understanding of how to respond to different types of concerns. Staff know how to deal with a complaint about a colleague, including the manager. The environment is secure and the premises are well maintained. For example, a dedicated maintenance person is available to complete any repairs to the premises. Risk assessment processes are effective and there are clear strategies in place to manage and prevent the spread of COVID-19.

For example, parents continue to collect children at the door and the premises are well ventilated. Staff-to-child ratios are met and staff are deployed in areas to meet children's needs and keep them safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that all parents are kept up to date with children's progress, know what children are learning, and are supported to continue with children's learning at home.	25/02/2022

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

- strengthen staff's professional development and support all staff to improve their teaching skills
- implement a precisely sequenced curriculum, that builds on what children know and can do
- focus more closely on individual children's next steps in learning and help them to make the best progress possible.

## Setting details

<b>Unique reference number</b>	2586716
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10220698
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Peek A Boo Day Care Limited
<b>Registered person unique reference number</b>	RP900230
<b>Telephone number</b>	07850618681
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Peek a Boo Childcare registered in 2020. The nursery employs eight members of childcare staff. Of these, two members of staff hold relevant childcare qualifications at level 6, four members of staff hold a relevant childcare qualification at level 3 and two members of staff hold a relevant childcare qualification at level 2. The nursery operates all year round. Sessions are from 8am to 4pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Layla Davies

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was conducted following the risk assessment process.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the nursery manager.
- Regular meetings were held with the nursery manager.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.
- The premises were checked to ensure they are safe and suitable.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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