

Inspection of Peekaboo Day Care

Darwen Access Point, Duckworth Street, Darwen, Lancashire BB3 1AT

Inspection date: 10 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not supported enough so they feel safe and secure. Staff do not have sufficient knowledge of how to keep the environment safe. For example, children are able to access a playground that contains hazards, including stagnant water, broken fencing and sharp objects. In addition, staff do not fully understand how to safeguard children that may be at risk of harm, or what to do if they have concerns about a child's well-being.

Staff do not take time to talk to parents to make sure they understand how to best support children's individual needs and interests consistently. For example, when children display disruptive behaviour, staff do not know how to manage this. Therefore, children become distressed and environments become chaotic, which prevents children from concentrating. Children are not interested in activities and learning as staff do not know what excites and interests them. In addition, children's development is not encouraged at home as parents do not know what their children are learning. Children do not make the progress they are capable of.

During the COVID-19 pandemic, leaders paused the completion of the progress checks for children aged between two and three years to decrease staff workload. Although these have now resumed, this led to gaps in children's speech and language development not being swiftly identified by staff. This impacts significantly on some children's communication skills.

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

- Staff do not get the support and guidance they need to ensure they understand their roles and responsibilities to care for children and keep them safe. Leaders have an action plan to help staff develop their knowledge. However, this has failed to swiftly identify the most significant things that need improving.
- Leaders have not ensured that all parents are aware of their child's newest key person following a high number of staff changes. Parents do not know who to contact if they have a concern or wish to share pertinent information about their child. Additionally, there is an absence of regular two-way flow of communication with parents. Staff do not communicate to parents how their children are getting on at nursery or how to continue children's learning at home. Parents are not aware of any developmental delays or next steps in learning that their children may have.
- Leaders do not plan or provide a broad and rich curriculum that supports children's progress across all seven areas of learning. Staff do not know how to provide activities that suit all children's developmental stages or interests and do not get the training and coaching they need to help them improve. Children are not guided through well-sequenced activities that challenge them and build on

what they already know. Delays in the communication and language development of some two-year-old children have not been identified swiftly enough. This hinders children's progress.

- Children have little interest in what is on offer and often wander around the room bored, with some misbehaving. For example, in the role-play area, children throw items around because they do not know what to do with them and staff do not show them. Children have not been helped to develop exploration skills during play and do not know how to interact with what is on offer. Additionally, older children are handed their lunches and have their coats put on for them. This does not support their independence in readiness for school.
- Staff are caring towards children and, in the main, create bonds with them. Children are happy to ask for help and take part in group activities, such as story time. Their care needs are met and they enjoy a range of healthy cooked food.
- The provider has failed to notify Ofsted about significant changes to the setting. Although this a breach in requirements, it does not directly impact children.
- Children have some opportunities to learn about the similarities and differences of people in their community. For example, they play with multicultural dolls and learn about festivals. However, they do not build an understanding of the wider range of differences that they and their families may have, such as disabilities. They do not develop a sense of being unique or how to accept other people's differences.
- Children develop physical skills outside as they climb and balance on apparatus. They learn about healthy lifestyles through exercise and eating healthy home-cooked snacks and meals.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that staff are fully aware of their roles and responsibilities in relation to safeguarding matters. Staff do not have a robust understanding of the signs and symptoms relating to a wide range of abuse that children can be exposed to. Although staff complete daily safety checks of the setting, they are not supported to identify hazards. Therefore, risk assessments are ineffective. Leaders ensure that there are enough staff on site when the setting is open to supervise children. They ensure that staff who are trained to provide paediatric first aid are available at all times when children are present.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that all areas and equipment that children access are safe and suitable for use	30/03/2022
ensure all staff understand the setting's safeguarding policy in order to identify the wide range of risks children may be exposed to, and know what to do in the event of a child protection concern	30/03/2022
embed an effective key-person system that supports all children's care, learning and development needs, and one where all parents know who their child's key person is	30/04/2022
develop staff supervision systems to regularly support and coach the team's improvement in practice, so that they fully understand their roles and responsibility when caring for children and supporting their progress	30/05/2022
effectively plan a broad and rich curriculum that allows children to access interesting and challenging experiences across all seven areas of learning, tailored to meet their individual stages in development	30/05/2022
develop staff's teaching skills to enable them to encourage all children to gain learning skills, such as independence, concentration and curiosity, to help them prepare for school	30/05/2022
effectively communicate children's progress and developmental needs with parents	30/04/2022
ensure that progress checks for children between the age of two and three years old are completed in order to identify gaps in children's learning.	30/04/2022

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

- broaden experiences that help children to learn about and accept each other's differences and what makes them unique.

Setting details

Unique reference number	EY480375
Local authority	Blackburn with Darwen
Inspection number	10221371
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	92
Number of children on roll	57
Name of registered person	Peek A Boo Day Care Limited
Registered person unique reference number	RP900230
Telephone number	07850618681
Date of previous inspection	23 September 2016

Information about this early years setting

Peekaboo Day Care registered in 2014. The nursery employs 14 members of childcare staff. Of these, two hold early years qualifications at level 6 and eight at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Parents' views were taken account of by the inspector.
- A learning walk was carried out with leaders around all areas of the setting to understand how the early years provision and curriculum are organised. The inspector reviewed the impact this had on children's care, learning and development.
- The inspector sampled documentation, including evidence of suitability and children's records.
- Staff spoke to the inspector at suitable times during the inspection. The inspector observed their interactions with children and assessed the impact this had on children's learning.

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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