

Inspection of Peekaboo Day Care

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

Inspection date: 14 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children happily arrive at the very welcoming setting. They are eager to see their friends and the staff. Children are warmly greeted by their key person at the door and are helped to find their favourite toys and activities. As a result, all children, including those who are very new to the setting, settle quickly and are ready to start their day.

Children behave well and show care and respect for each other. Older children show younger children how to use a knife correctly to chop apples. Children know what is expected of them because staff provide constant reminders, praise, and encouragement. As a result, children engage in meaningful play with one another. Children have good independence skills. They confidently manage their own personal needs and relish opportunities to help staff with tasks, such as cleaning up and tidying away the toys. Children love the outdoors and spend a vast majority of their day in the garden. This supports their general good health and well-being.

Following the relaxing of COVID-19 pandemic restrictions, parents are now welcomed into the setting. This has significantly helped develop strong bonds between staff and families.

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

- The new manager has worked tirelessly with the setting owner, staff and parents to make positive changes at the setting. All actions raised at the last inspection have been addressed. As a result, the setting is significantly improved. Parents comment that they feel 'very well informed' about their child's development and time they spend at the setting and describe the recent changes to the setting as 'fantastic'.
- Children learn about the natural world as they hunt for bugs in the soil. They confidently talk about the creatures they find. Children demonstrate their developing language skills, for example, they describe the key features of a honeybee. In addition, staff introduce new words, such as 'Orca whale', as children play with the sea animals. This helps broaden children's vocabulary and understanding.
- The manager has introduced regular coaching and supervision for staff to help them improve their individual practice. In addition, she has provided relevant training. However, this is still in the early stages. Staff will benefit from even more targeted support that will help them raise the quality of their practice to the highest levels across the setting.
- In the main, staff deliver the intended curriculum well. They know their individual key children and plan exciting and fun activities that help them to achieve the next steps in their learning. As a result, all children, including those

who are funded and those with special educational needs and/or disabilities, make good progress from their unique starting points. That said, at times, planned activities are not always sufficiently challenging for all children or provide all children with an equal opportunity to participate fully. This means some children become disengaged too quickly.

- Staff undertake regular assessments of children, including completing the progress check for children aged between two and three years. Staff regularly share assessment information with parents and other professionals involved in children's learning and care. This is done particularly well for those children who need help with their communication and language development. As a result, children quickly catch up and become confident communicators.
- Children develop well in mathematics. This is because staff weave mathematical concepts into everyday routines and activities. For example, children count out how many place mats, cups, and plates they need as they set the table for snack. In addition, staff discuss concepts such as 'big, small' and 'half' as children cut up fruit and fill their own water cups.
- Staff encourage children to have a go and do things for themselves. As result, children develop good independence skills. Children enjoy a healthy and balanced diet and understand what foods are good for their bodies. For example, they talk about how the calcium in milk gives them strong bones.
- Staff consistently apply the setting's behaviour policy and procedure. Children have good manners, wait their turn and play harmoniously. Due to staff's constant gentle reminders, children are able to settle most disputes themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their roles and responsibilities to keep children safe. In addition, they know what to do should they have a concern about a colleague they work with. The procedures for the safe collection of children are robustly implemented by all staff. The setting is safe and secure. Staff undertake regular checks of the premises, both indoors and outdoors. They swiftly identify and remove any potential risks to children. Robust recruitment and vetting arrangements ensure all staff are suitable for their roles.

What does the setting need to do to improve?

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

- strengthen current arrangements for staff supervision and coaching to help staff develop their teaching skills at the highest levels across the setting
- adapt planned activities to ensure all children have equal opportunities to participate and ensure they are sufficiently challenged to build on their existing knowledge.

Setting details

Unique reference number	EY480375
Local authority	Blackburn with Darwen
Inspection number	10230845
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	10 February 2022

Information about this early years setting

Peekaboo Day Care registered in 2014. The nursery employs eight members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3. Two staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke with staff, parents and children throughout the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and discussed the impact this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The manager and setting owner took part in a leadership meeting with the inspector. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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