

Inspection of Peekaboo childcare provision

Bankfield Children Centre, Bankfields Primary School, Mansfield Road,
Middlesbrough TS6 0RZ

Inspection date: 27 January 2023

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

The provision is good

Children are happy and settled at this pre-school. Staff provide a calm environment and a range of resources for children to play with. Children show that they feel secure. They display high levels of confidence. Children move around the pre-school freely, making choices about how they will play. Staff are keen to help children learn through their play. Children enjoy a range of activities and resources, such as sand, drawing and dough. Staff talk to children about a range of topics. Through these discussions, children learn a variety of new words, such as 'extinct' and 'hibernate'.

Children enjoy their time together. They make friendships and develop their social skills. Children develop their imaginative skills as they pretend to make pizza and cups of tea for each other. They play cooperatively, taking turns to serve each other. Children behave well in the setting. They line up and wait patiently for their turn to use the toilet and share resources independently. Outdoors, children help each other to move around the space safely. They move obstacles as they push each other on wheeled toys and show each other how to use play equipment.

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

- Partnership working with other professionals is good. Staff collaborate with the on-site school nursery. They ensure that their curriculum works harmoniously with the nursery's curriculum to build children's knowledge over time. For example, children learn about polar bears and excitedly recall how they live in the Arctic. Staff build on children's learning by encouraging discussions about different kinds of bears and their habitats.
- Staff interact well with children as they play alongside them. They ask questions to promote children's thinking skills. However, at times, staff do not recognise when activities, such as jigsaw puzzles, are not sufficiently challenging for some children. This means that all children's learning is not consistently extended.
- Staff have good relationships with parents. Parents are complimentary about the pre-school and staff. Staff share some information about their child's time at the setting with parents at pick-up times. However, staff do not always consider ways to involve parents in further supporting their children's learning at home.
- Children develop a clear enjoyment of stories and rhymes. They enjoy listening to stories in a group. Children eagerly anticipate and recite repeated rhyming phrases. They enthusiastically act out scenes in the story. For instance, children pretend to hide under the cover from the bear. This helps children to develop the important literacy skills they need for future reading and writing.
- Staff encourage children to follow good personal hygiene routines. Children wipe their own noses and know to put the tissues in the bin. They know to wash their hands afterwards. This helps to promote children's health and well-being.

- Children develop good independence skills. Staff consistently encourage children to try things for themselves. For example, they encourage children to put on their own coats and select their own resources. Staff offer children positive praise for their achievements, which helps to promote their self-confidence and prepare them for their transition to school.
- Children have good opportunities to practise their physical skills, indoors and outdoors. They strengthen their whole bodies as they run, ride on wheeled equipment and spin large hoops around their waists. Children use their hands to manipulate sand and dough, strengthening their hand muscles. This helps children to learn to keep themselves physically healthy and develop the skills needed for their future success.
- Staff are aware of the impact of the COVID-19 pandemic on children's development. They have identified that some children require additional support with their social and emotional development, as well as their communication and language skills. Staff monitor children's progress and put plans in place to help children. As a result, children make good progress in relation to their starting points in learning.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff know how to keep children safe. They recognise potential risks within the environment and take action to minimise these. Staff understand their responsibilities in relation to safeguarding children. They have a good knowledge of a range of safeguarding issues, such as female genital mutilation and domestic abuse. Staff can identify the signs that a child is at risk of harm. They understand the action to take if they are concerned about a child's welfare. The manager knows how to correctly manage allegations.

What does the setting need to do to improve?

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

- adapt activities to ensure that all children are challenged in their learning and benefit from the very best learning experience
- share more information with parents about their children's development so that they can further support their learning at home.

Setting details

Unique reference number	EY465161
Local authority	Redcar and Cleveland
Inspection number	10264797
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	18
Name of registered person	Peek-A-Boo Childcare Provision Partnership
Registered person unique reference number	RP532125
Telephone number	07814166675
Date of previous inspection	27 June 2017

Information about this early years setting

Peekaboo childcare provision registered in 2013 and is located in Middlesbrough. The pre-school employs two members of childcare staff, who both hold appropriate early years qualifications at level 3. It opens during term time, from 8.40am to 11.40am and from 11.40am to 3.25pm, Monday to Friday. The pre-school provides funded early education for two-year-old children.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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