

# Inspection of Peek A Boo Nursery

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

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Inspection date: 16 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The dedicated staff at the nursery create a nurturing and stimulating environment that enhances children's development. Staff plan and deliver activities that cater to each child's diverse needs, including those with special educational needs and/or disabilities (SEND). For example, children use tricycles and large outdoor construction materials to develop their gross motor skills. Rolling vine leaves with mud and using play dough mixed with spices provide sensory experiences to enhance children's fine motor skills. These activities support children's physical development and hand-eye coordination. Staff at the nursery maintain high expectations for children's behaviour, which the children consistently meet, demonstrating their understanding of the standards set through clear communication and reinforcement by the staff.

Staff foster positive relationships with children and their families, creating a secure and welcoming atmosphere. By encouraging children to talk about their feelings each day, staff support children's emotional development and build a sense of community and trust. Children practise writing their names, finding their name on a hook to hang their belongings, and listening to initial word sounds, which enhances their literacy and phonics skills. Staff provide a well-balanced curriculum that integrates play-based learning with structured educational experiences, such as learning about firefighters, their role, and how to contact them in an emergency. This approach supports children's understanding of the world, their communication skills and builds their vocabulary. The well-resourced indoor and outdoor spaces offer opportunities for imaginative play and physical activities. Regular communication with parents keeps them engaged and informed about their child's progress. This collaborative effort underpins the nursery's success in preparing all children, including those with SEND, for their future educational journey.

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

- Parent partnerships are a real strength of the nursery. Parents report that the staff are very supportive, approachable and have a flexible approach to settling in. They are happy with the progress their children make. Staff support home learning by sharing activity suggestions with parents.
- Staff discuss children's starting points with parents and observe children to find out what they know and can do. They plan an interesting curriculum, taking into account children's interests and next steps in learning. However, on occasions, planned routines prevent children from continuing the activities they are enjoying. The setting works in partnership with other settings that children attend. This provides continuity for children's learning.
- The teaching of phonics is strong. It is embedded throughout different activities in the day and the impact of this is that children leave the setting prepared for

more formal phonics teaching at school. High emphasis is placed on supporting children's communication and literacy skills to prepare them for their next stage in learning.

- A range of activities are offered to children, both inside and outdoors. These are designed to develop all areas of children's learning. Children are motivated to learn, eager to take part in the activities provided and the children's behaviour is good. Overall, children try hard and persist at their chosen activities. However, at times, staff do not pursue opportunities to extend children's learning during spontaneous play activities, this means that the intended learning does not always take place.
- Staff implement a broad curriculum that covers all areas of learning. There is a focus on developing the skills children need to be independent learners. This includes recognising and managing their own feelings. Children are good communicators and show they feel emotionally secure. Staff recognise the importance of these skills to ensure a smooth transition to school. Children have formed close and trusting relationships with their key person.
- All children attending the setting are respected as unique individuals. Leaders and staff ensure they acknowledge many faiths, cultures and traditions. For example, visitors are invited into the setting to share how they celebrate different religious occasions. Children are invited to try traditional food and see artefacts from a variety of cultures. Staff work hard to ensure that children develop the fundamental British values they need to help them become kind and caring future citizens.
- Reflective practice is used to enhance all aspects of the provision which overall, ensures good outcomes for children. Professional development opportunities for staff are actively encouraged by leaders. Ongoing staff supervisions are effective.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- use every opportunity to extend children's learning during spontaneous play activities while incorporating intended learning opportunities
- review procedures to enable children to continue to participate in activities they are focused on.

## Setting details

<b>Unique reference number</b>	EY501656
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10351723
<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>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Peek A Boo Cambridge Nursery LLP
<b>Registered person unique reference number</b>	RP911045
<b>Telephone number</b>	07857152815
<b>Date of previous inspection</b>	10 October 2018

## Information about this early years setting

Peek A Boo Nursery registered in 2016. The nursery employs seven members of childcare staff, including the directors. Two staff hold relevant early years qualifications at level 3 or above, including one who has qualified teacher status. The nursery opens from Monday to Wednesday during term time. Sessions are from 9.30am to 2.30pm. The nursery provides funded early education for two, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Bernadette Duckett

## 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to several parents during the inspection and took account of their views.

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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