

The Kindergarten Day Nursery at Blackmoor Park Infant School



Blackmoor Park Infant School, Leyfield Road, Liverpool, L12 9EY

Inspection date	4 July 2018
Previous inspection date	27 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is very ambitious and has robust plans in place for the development of the kindergarten. She actively seeks the views of staff, parents and children to inform her action planning.
- Staff teach mathematics well. For example, staff in the baby room consistently model mathematical language and encourage babies to count. Staff in the toddler room set up experiments and encourage younger children to find out which objects float or sink. Children learn about volume and capacity, such as full and empty.
- Partnerships with parents are strong. Parents attend stay-and-play sessions and receive regular updates about their child's development. Staff complete training with parents and share strategies to help them to continue learning at home. Children progress well.

It is not yet outstanding because:

- There have been recent changes to the staff team and the premises. The manager and staff have not fully considered the impact of these on outcomes for children. As a result, at times, staff do not support younger children to manage their feelings and emotions as effectively as possible.
- Sometimes, staff do not give younger children enough opportunities to share their thoughts and ideas. This does not help children to expand on their good knowledge so that they develop excellent thinking skills.

What the setting needs to do to improve further

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

- review and fully consider the impact recent changes have on children and support them even more effectively to manage their feelings and emotions
- provide greater levels of challenge so that younger children are supported to share their thoughts and ideas and develop excellent thinking skills.

Inspection activities

- The inspector took a tour of the kindergarten with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the kindergarten manager and the school headteacher. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector completed an evaluation of an activity with the kindergarten manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work very closely with the linked school and nursery to ensure consistency in assessment and monitoring systems. They share information regularly to provide continuity in children's care and learning. The manager provides regular supervisory sessions for staff. She supports staff well to complete training that helps them to continually improve their skills and practice. For example, the manager promotes staff and gives them more responsibility. Staff input their ideas following the completion of leadership training courses. They successfully engage parents even more in their child's learning. Safeguarding is effective. Staff have a secure understanding of the signs and symptoms of abuse and neglect. They know the procedures to follow should they have concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

Well-qualified staff use information from their observations of children's learning well to assess their abilities. They plan activities and experiences that ignite children's curiosity and desire for learning. For instance, children learn about the natural world and lifecycles, such as observing how a caterpillar changes into a butterfly. They engage with excitement and help to prepare butterflies for their release into the garden. Children cut up fruit and learn about mathematical concepts, such as half. They watch with interest as the butterflies feed on the fruit and squeal with delight as the insects fly off freely. Children thoroughly enjoy the activities provided and are keen to learn.

Personal development, behaviour and welfare are good

Staff are positive role models and teach children to use good manners. They show them how to take turns and be kind to others. Overall, children behave well and form close relationships with staff. Children spend time in the linked school prior to them moving on. They help children to develop good self-care skills and encourage them to put on their coats and shoes. This helps to prepare children for future learning and school. Staff support children to use the outdoor space well and children enjoy being physically active. For instance, younger children construct using wooden blocks. They balance and build structures and represent their ideas imaginatively. Children enjoy a good variety of experiences that stimulates and challenges all areas of their learning.

Outcomes for children are good

Children develop high levels of independence. For example, they self-serve at mealtimes, use the toilet independently and wash their hands afterwards. Babies splash in water in the garden and use their good hand-to-eye coordination skills as they learn how things work. For example, they discover how magnets stick together when they use a fishing rod to catch toy fish. Younger children play hide and seek outside and have fun. They develop strong friendships with their peers. Children are confident in their own abilities and enjoy each other's company. All children make good progress, including those who are funded and those who have special educational needs and/or disabilities.

Setting details

Unique reference number	EY391320
Local authority	Liverpool
Inspection number	1104940
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	33
Number of children on roll	61
Name of registered person	Blackmoor Park Infant School Governing Body
Registered person unique reference number	RP905488
Date of previous inspection	27 November 2014
Telephone number	01512336204

The Kindergarten Day Nursery registered in 2009. The kindergarten employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including two at level 6. The kindergarten opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two- and three-year-old children.

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