

# Kids In Bloom @ Malvern School

Malvern Primary School, Willoughby Road, Broadgreen, Liverpool,  
Merseyside L14 6XA



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 11 December 2018 |
| Previous inspection date | 8 December 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of 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 leadership and management team has a clear knowledge of the strengths of the nursery. They have identified areas for development and demonstrate a commitment to continuous improvement.
- Children are happy and engaged at the nursery. They develop close relationships with staff. This helps them to settle quickly when they arrive at the nursery and they demonstrate that they feel safe and secure.
- Effective partnerships with parents have been established and information about children's welfare and development is shared regularly.
- The systems for observation, assessment and planning are not fully embedded, which means that some staff do not have a detailed, current understanding of each child's individual and development needs.
- The quality of teaching and learning is not consistently high across the nursery. Some staff do not always promote children's learning to the highest level.
- Staff do not give the same consideration to thoughtful planning of the outdoor environment as they do inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

## What the setting needs to do to improve further

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

- evaluate the procedures for observations, assessment and planning to ensure that key persons plan more focused next steps for children's individual learning and development
- strengthen the systems for monitoring staff performance to ensure consistently high-quality teaching and learning across the nursery
- strengthen the planning for activities in the outdoor environment to help children who prefer to learn outside to have the same level of stimulating experiences as provided indoors.

### Inspection activities

- The inspector carried out a tour of the premises.
- The inspector observed teaching and learning in all rooms and discussed a joint observation with the manager.
- The inspector spoke with children throughout the day and took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the leadership and management team and spoke with staff throughout the inspection.

### Inspector

Wendy Dockerty

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular training and are aware of the signs and symptoms to look for. Information is displayed around the nursery and policies and procedures are updated in line with current guidance. The leadership and management team has a clear understanding of the areas for development within the nursery. They work with the local authority to continuously enhance the provision for children and have recently made significant changes within the nursery to improve the outcomes for children. For example, the older children now have a designated pre-school room within the main school building next door. This has enabled the staff to meet the specific needs of older children more effectively and allows additional space within the toddler room for younger children to explore and investigate.

### Quality of teaching, learning and assessment is good

When children first start to attend the nursery, staff engage with parents and record children's interests and development levels. They use this information to plan activities which engage children and support their learning. The leadership and management team tracks the progress children make across the nursery and identifies any gaps in learning which need to be addressed. Staff provide interesting and engaging activities which children enjoy. For example, babies excitedly join in with group singing time, moving their arms as they listen to favourite rhymes and begin to copy some actions and words. Children in the toddler room are proud to demonstrate that they can use sign language to make the first letter of their name and attempt to write it as they draw pictures.

### Personal development, behaviour and welfare are good

Children develop an understanding of appropriate behaviour because staff use gentle reminders, such as, 'Don't run inside', and help them to understand about keeping themselves and others safe. Staff talk to children about using 'kind hands' and encourage them to think about how their behaviour makes others feel. Children in the pre-school room are very proud to wear the 'star of the day' badge and know that this is a reward for being kind and helpful. During lunchtime children develop independence as they help to set the table, serve their own food and tidy away when they have finished. Positive and warm relationships with staff enable children to feel secure and settled.

### Outcomes for children are good

Pre-school staff work closely with teachers in the attached school to help prepare children for the transition to Reception class. All children are supported by familiar staff during each transition between rooms, from babies through to pre-school. Overall, children make good progress in their learning. Links with outside agencies are established to provide additional support as required. Effective partnerships with parents help to promote children's learning by sharing ideas and activities for parents to try with children at home.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY312887  |
| <b>Local authority</b>                           | Knowsley Metropolitan Borough Council   |
| <b>Inspection number</b>                         | 10064036  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 223   |
| <b>Name of registered person</b>                 | Lee William Johnson and Carrie Louise Johnson Partnership                         |
| <b>Registered person unique reference number</b> | RP520927  |
| <b>Date of previous inspection</b>               | 8 December 2015   |
| <b>Telephone number</b>                          | 0151 477 8236   |

Kids In Bloom @ Malvern School registered in 2005. The nursery employs 19 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, and 11 hold level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.50pm. The nursery provides funded early education for two-, three- and four-year-old children.

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