

# Bizzkidz Liverpool

Ground Floor, Silkhouse Court, 7/17 Tithebarn Street, Liverpool L2 2LZ



<b>Inspection date</b>	8 February 2019
Previous inspection date	29 May 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

- Children are happy and confident. There is an effective settling-in system used to help children to become emotionally secure and build a strong sense of belonging. Children display loving and trusting bonds with all members of staff.
- Children behave well. They are kind, caring and show an increasing awareness for playing and sharing with others. Staff are good role models who provide age-appropriate explanations. These help children to learn about boundaries and what is expected of them.
- Partnerships with parents are strong. Parents speak very highly of the quality of service provided. Staff regularly share information with parents to help them understand how children's learning can be further supported at home.
- Staff effectively support children's mathematical development. Children regularly count, describe shapes and think about size during activities, showing high levels of confidence and competence. For example, older children hold tightly to a parachute and count with delight the number of bounces they can achieve before the ball finally escapes and rolls away.
- Staff provide a well-resourced, stimulating indoor and outdoor play environment. This supports children's development well across all areas of the curriculum.
- Although staff are supported through regular supervision and training, these do not yet provide staff with incisive feedback on the quality of their teaching in order to raise this to the highest levels.
- There are systems in place to share information with other settings that children attend. However, these are not rigorously implemented by all staff to support children's continued learning and progress.

## What the setting needs to do to improve further

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

- provide staff with more incisive feedback on the quality of their teaching in order to raise this to the highest levels across the team
- strengthen effective partnership working with other settings that children also attend to regularly share children's next steps in their learning.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector held discussions with the children, staff and leadership team.
- The inspector carried out a joint observation with the manager.

### Inspector

Lisa Howard

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a secure understanding of safeguarding procedures. They know the correct reporting processes to follow should they have any concerns about a child's safety or welfare. Staff and leaders complete thorough risk assessments and closely monitor any accidents to make sure that they minimise any potential risks and keep children safe. Managers implement effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Staff receive a detailed induction process to help them become familiar with the nursery's policies and procedures. Assessment of children's learning is accurate. Leaders evaluate the quality of the provision regularly to identify future goals and help ensure outcomes for children are good. For example, through recent evaluation, staff are developing new ways of planning in order to implement a 'curiosity approach' to teaching.

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

All children make good progress in their learning. Staff provide a range of exciting activities. For example, children eagerly explore 'gloop' and make patterns with paintbrushes. They enjoy the feel the mixture as it drips between their fingers. Staff use effective questioning as they encourage children to explore and describe how the 'gloop' feels. Staff place a high importance on promoting children's emerging communication skills. For example, staff encourage babies to repeat sounds and simple words as they explore a range of sensory materials. During doctor's surgery role play, staff encourage older children to use their imagination as they engage in conversations, ask questions and suggest ideas. They effectively introduce new vocabulary to them, such as 'stethoscope'.

### Personal development, behaviour and welfare are good

Staff are attentive and kind. They build strong relationships with their key children and have a good understanding of how to support children's emotional well-being. For example, babies readily seek cuddles and comfort. Staff help children to become independent from the youngest age. Children are encouraged to feed and dress themselves and they receive constant praise to help them build on their growing self-esteem and confidence. Children gain good physical skills. For example, they enjoy yoga where they learn to stretch and balance with increasing control. All children enjoy regular outdoor play. This has a positive impact on their health and well-being.

### Outcomes for children are good

Children of all ages, including those who speak English as an additional language, make good progress in relation to their starting points. Children are competent in managing their self-care needs, relative to their ages, and make independent choices. Children develop a fondness for reading. For example, children snuggle and listen to stories with high levels of focus and enjoyment. They are developing the necessary skills they require to support them for the next stages in their learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY392913
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10067124
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Busy Nought to Fives Limited
<b>Registered person unique reference number</b>	RP906936
<b>Date of previous inspection</b>	29 May 2015
<b>Telephone number</b>	0151 236 2721

Bizzkidz Nursery registered in 2009. The nursery employs 14 members of childcare staff. Of these, one holds early years professional status and 13 hold appropriate early years qualifications at levels 2 to 5. The nursery opens 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.

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