

# Inspection of The Kindergarten Day Nursery at Blackmoor Park Infant School

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

---

Inspection date: 21 April 2022

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy and safe at the welcoming nursery. Parents do not routinely enter the playrooms due to the COVID-19 pandemic. However, children enter confidently and are pleased to see the staff. They have learned to share, take turns with their friends and use their manners. However, behaviour is not always positive because some staff are not consistent with their expectations. This makes it difficult for children to fully understand the rules and boundaries and what is expected of them.

Children enjoy singing and taking part in action rhymes. They show confidence and a good level of recall when choosing and singing their favourite songs at circle time. This helps to develop children's emerging speaking skills and boosts their self-esteem. However, the programme of learning is not consistently good enough for all children. Although children access a variety of activities, they are not always implemented well enough and do not offer a sufficient level of challenge. Consequently, some children spend a lot of time wandering around and not engaged in play or learning.

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

- The quality of education is variable. Although leaders have some understanding of what they want children to learn, overall, activities lack a clear intention. Staff do not always consider what children already know and what they need to learn next. Consequently, some children, particularly the oldest, become bored and their behaviour deteriorates. That said, there are some occasions when staff engage children well and plan suitable activities. For instance, they teach children how to use the scissors correctly. Children demonstrate perseverance and resilience as they carefully cut out different shapes. This helps them to develop some skills needed for the next stage in their learning.
- Leaders have a clear understanding of how to reinforce positive behaviour and implement rules and boundaries. However, this is not mirrored by staff working within the playrooms. For example, children are told by one member of staff that toys are not allowed at the lunch table. They are later told by another member of staff that they are allowed to keep them on their knee. Children receive mixed messages about what is expected. This causes confusion and prevents them from learning right from wrong.
- Children are learning to become independent. Babies develop good hand-to-eye coordination as they learn to feed themselves. Older children skilfully put on their own shoes and wash their hands before serving lunch. However, not all staff consistently follow good hygiene practices, such as washing their own hands after wiping children's noses. This does not help to reduce the potential spread of germs.

- Staff understand the importance of promoting children's communication and language development. They work closely with outside professionals to offer timely interventions for children who may be at risk of falling behind. Regular monitoring of children's development allows staff to identify and address any gaps in learning swiftly. This helps to ensure that children receive the support they need.
- The key-person system is effective. Staff get to know children and their families well, from the start. New children settle very quickly and form bonds with their key person. Staff are responsive to children's individual needs. For instance, they quickly recognise when babies are tired and place them down to sleep. This supports children's emotional well-being and helps them to feel secure.
- Leaders are dedicated and show a genuine commitment to improving the quality of the nursery. They place high value on staff well-being and regularly check that staff feel supported. However, the feedback staff receive on their performance does not help to improve their knowledge and skills further. Consequently, there are inconsistencies in the quality of education. For instance, not all staff consider children's next steps in learning when implementing activities. This hinders children's personal development and prevents them from making the progress they are capable of.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their roles and responsibilities to protect children from harm. They can discuss the signs and symptoms of abuse and understand the procedures for referring any concerns to outside agencies. Staff are alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. Leaders implement robust safe recruitment procedures to ensure that all staff are suitable to work with children.

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

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

- improve the quality of the curriculum to ensure it is challenging and interesting for all children, in particular older children
- support staff to be consistent with their expectations for behaviour and help children have a clear understanding of the rules and boundaries
- support staff to implement effective hygiene procedures and teach children why these are important
- improve the arrangements for staff coaching and mentoring to raise the quality of education to a good level.

## Setting details

<b>Unique reference number</b>	EY391320
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10232615
<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>	1 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Blackmoor Park Infant School Governing Body
<b>Registered person unique reference number</b>	RP905488
<b>Telephone number</b>	01512336204
<b>Date of previous inspection</b>	4 July 2018

## Information about this early years setting

The Kindergarten Day Nursery at Blackmoor Park Infant School registered in 2009 and is situated in Liverpool. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the manager and deputy manager. Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022