

# Inspection of Blackmoor Park Day Nursery

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

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Inspection date: 17 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children have a wonderful time at this fun nursery. They enter enthusiastically and are eager to explore the wide range of resources available to them. Babies smile as they shake instruments along to songs and as they feel sand between their toes. Older children eagerly scoop up sand and gather leaves to make 'pizza' outside. They proudly show their finished creations to staff. Children are inquisitive learners and make clear progress from their starting points.

Children have formed strong relationships with the caring staff and each other. They are consulted before staff change their nappies and before they change their clothes. Children show great pride in their achievements, which are valued by the staff. As children build tall towers, they clap and announce, 'I did it'. When babies crawl through tunnels, they cheer as they get to the other side and celebrate with staff. These respectful relationships help children to feel valued and secure.

Children play cooperatively and invite others into their play. Babies pass books to each other, then snuggle up on cushions as they turn the pages together. When older children struggle to carry heavy objects, they ask their friends to help. Children work together to create a tractor with crates and tyres. Staff have high expectations for children's behaviour, and children respond to gentle reminders throughout the day.

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

- Since the last inspection, leaders have used self-evaluation effectively to address the weaknesses raised. They regularly provide staff with training and feedback about their teaching and practice. However, there are still some minor inconsistencies in teaching and in the implementation of the leaders' intended curriculum. Leaders have plans to continue to embed this support to raise the quality of teaching to the highest possible level.
- Leaders have prioritised children's communication and language development following the COVID-19 pandemic. Staff value children's chatter and keep conversations going by using children's interests to motivate them. For example, children engage in deep conversations about their favourite superheroes. Staff use opportunities during play to support children's communication skills. As babies hold out their hands, staff respond by singing 'Row, row, row your boat'. Children are enthusiastic and confident communicators.
- Children are active in their learning. They are provided with continuous access to the outdoor play area and have many opportunities to practise their large-muscle skills. Children carry heavy objects and are proud of their 'superhero strength'. Older children are careful to negotiate around obstacles as they ride on wheeled toys. These opportunities help to promote children's strength,

coordination and well-being.

- Staff provide engaging activities to support children's literacy development. Children have many opportunities to strengthen the small muscles in their hands, in preparation for later writing. Children and families are provided with access to a range of books. Children are encouraged to tune into sounds they hear. They excitedly tell staff when they hear birds outside. Staff develop children's early literacy skills, which they will need in later learning.
- Staff promote children's early mathematics skills effectively. As children fill up containers, staff introduce language such as 'full'. When children build towers, staff describe them as 'gigantic'. Children use opportunities as they play to test out their mathematical understanding. They proudly gather bamboo leaves and order them by size. Children are gaining a positive attitude and interest in mathematics.
- Leaders are knowledgeable of how to support children's individual needs. Staff complete regular assessments of children's progress and identify any gaps in children's development. Staff gather keywords in children's home languages, and leaders use translators to support the sharing of information with families. Effective partnerships have been established with a range of outside professionals.
- Parents are extremely positive about this 'friendly and inclusive' nursery. They feel fully informed and updated about their children's learning from the 'professional' staff team. Parents state that their children love attending. They have seen lots of progress with their children's development and are supported to understand how they can extend learning at home. Parent partnerships are a strength of this nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide all staff with regular training and support to continually improve their safeguarding knowledge. Staff understand the signs and indicators of abuse. They are clear on the steps to take if they have any concerns about children's welfare or about the conduct of a colleague. Staff talk confidently about how they keep children safe, such as by following safe sleep guidelines. Children are provided with many opportunities to learn about safety. As staff see sand on the floor, they talk to children about the potential slipping risk this poses.

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

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

- continue to support staff in developing their practice, in order to raise the quality of teaching to the highest possible level.

## Setting details

<b>Unique reference number</b>	EY391320
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10242578
<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>	0 to 3
<b>Total number of places</b>	33
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Blackmoor Park Infant School Governing Body
<b>Registered person unique reference number</b>	RP905488
<b>Telephone number</b>	0151 228 8576
<b>Date of previous inspection</b>	21 April 2022

## Information about this early years setting

Blackmoor Park Day Nursery registered in 2009 and is situated in Liverpool. The nursery employs 13 members of childcare staff. Of these, 11 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

Rebecca Weston

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Leaders spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- 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 special educational needs and/or disabilities.
- 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 carried out a joint observation of an outdoor activity with a member of the leadership team.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with members of the leadership team about the leadership and management of the setting.

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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