

Inspection of Tuebrook Kids Club

6 SANDRINGHAM ROAD, TUEBROOK, LIVERPOOL, MERSEYSIDE L13 8BY

Inspection date: 21 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this homely environment. Staff have warm attachments with children. When children first start at the setting, they attend settling-in sessions and form bonds with their key person. Staff take children on visits to their next room as they transition through the nursery. As a result, children settle well and enjoy their time at the setting. Staff have clear behaviour strategies and apply these consistently. Children behave very well. The nursery curriculum incorporates personal and social development. For example, staff remind children that their friend would like a turn and to 'share'. Staff adapt their approach for the varying ages of children throughout each room. Consequently, all children understand what is expected of them.

Staff provide children with well-resourced indoor and outdoor environments. The children confidently enjoy exploring and investigating the activities and toys on offer at the nursery. They freely select resources and choose activities. Children enjoy playing alongside each other. For example, children enjoy finding worms and are proud to show these to their friends. Babies make marks in edible paint with their fingers. Older children practise scissor cutting skills and squeeze dough. This helps them to develop their hand muscles in preparation for writing.

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

- Leaders are dedicated to providing quality care for children and families. The manager and staff work closely together to provide a balanced and sequenced curriculum. However, at times, staff do not enhance and extend children's learning further by reinforcing and building on what they know and can do. For example, children sing action songs well, but staff do not build on this. Children move away and wait at tables for lunch and become disengaged from learning. As a result, children are not consistently supported to make the very best possible progress.
- Leaders and staff identify children with special educational needs and/or disabilities (SEND) through their assessments and discussions with parents. They use targeted intervention to support children with SEND while they are awaiting support from outside professionals. All children, including those with SEND and those who speak English as an additional language, make progress from their starting points.
- The owner and leaders evaluate practice well. They are able to identify strengths and areas of good practice. There is a high priority on staff well-being, and staff feel happy and supported in their roles. However, supervision processes do not always link together with coaching or training. This does not always ensure consistency in staff practice.
- Leaders, staff and children recently raised funds to buy a defibrillator that

everyone in the community can access. All staff complete paediatric first-aid training, so the setting can support the use of the device. This benefits children, as all staff know what to do in a first-aid situation.

- Staff are positive role models for children and know each child well. They are sensitive and caring towards the children and promptly attend to their needs with genuine care.
- Children enjoy playing in the large garden area. Staff provide scooters and tricycles. Children show good balance and coordination as they play. Children demonstrate persistence and resilience when learning to use the swings.
- Staff teach children about different cultures. Staff support children to understand how they may be similar and different to others. For example, children are encouraged to show their friends henna patterns on their hands. This promotes opportunities for discussion and helps to prepare children for life in modern Britain.
- Overall, parents speak positively about the provision and warmly about the staff team. Staff keep parents updated through the online system and discussions. However, there are too few opportunities for parents to speak with their children's key person. As a result, staff are less able to help parents to support and extend their children's learning at home.
- Staff support children to find leaves. While children play, staff introduce key words, such as 'small', 'gigantic', and 'red'. This further promotes children's language development while they hunt for more leaves.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate a child is at risk of harm. Staff ensure that children are able to play in a safe and secure environment as they complete regular risk assessments. Children learn to keep themselves safe as they play. For example, they learn to use large play equipment safely. Robust recruitment procedures help to ensure that children are cared for by suitable people.

What does the setting need to do to improve?

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

- support staff to consistently build on what children know and can do during children's self-chosen play
- focus supervision more sharply on developing further the consistency of all staff's individual knowledge and skills
- identify ways to help staff to communicate better with the parents of their key children to involve parents in their children's learning even further.

Setting details

Unique reference number	322357
Local authority	Liverpool
Inspection number	10301434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	57
Name of registered person	Douglas, Ann
Registered person unique reference number	RP907999
Telephone number	0151256 6422
Date of previous inspection	12 January 2018

Information about this early years setting

Tuebrook Kids Club registered in 1990 and is located in Tuebrook, Liverpool. The nursery opens Monday to Friday from 7.45am to 5.45pm all year round, with the exception of bank holidays and one week at Christmas. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the provider.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents 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 carried out joint observations of group activities with leaders.
- The owner showed the inspector documentation to demonstrate the suitability of staff.

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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