

# Inspection of Kiddy Academy Day Nursery

Lowerson Road, Liverpool, Merseyside L11 8LW

---

Inspection date: 5 August 2024

<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	Good
--	------

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

### **The provision is good**

Children separate easily from parents due to the warm welcome they receive. They quickly engage in the activities and opportunities on offer and play happily with their friends. Older children enjoy making soup in the home corner. They talk about the ingredients as they chop real vegetables and put them into the pan.

Interactions between staff and children are sensitive and respectful, and staff are mindful of children's individual needs and personalities. Staff engage children in learning and extend their play through high-quality interactions and engaging questions. They allow children time to answer questions, model effective use of language and introduce new words. This helps children to learn the art of conversation, which also enhances their growing vocabulary.

The setting has high expectations for children's behaviour. Children benefit from lots of praise that reinforces their positive behaviour and attitude to learning. Children learn how to share and take turns. Staff are positive role models, which teaches children how to be polite and respectful towards others. The setting promotes effective hygiene practices. For example, as children wash their hands for lunch, they are asked, 'Why do we wash our hands?' This helps children to understand why it is important to wash their hands. The setting also promotes children's awareness of good oral health. Children learn the importance of toothbrushing through activities, such as the 'toothbrushing scheme'. These activities enhance further children's awareness and understanding of being healthy.

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

- The setting designs and implements a bespoke curriculum that is well embedded throughout the nursery. Staff use this to help them plan activities and experiences to meet the needs of all children. This ensures that children make progress, regardless of their ages and abilities.
- Staff provide opportunities for children to develop their independence. For example, children independently hang up their own coats and put on their own aprons. However, staff do not consistently sequence this across the setting, in particular at mealtimes. As a result, children do not always have the opportunity to practise their skills and build on what they already know and can do.
- The provision for children with special educational needs and/or disabilities is of a high quality. The setting seeks support from external agencies to ensure it can cater for all children. Staff regularly assess the provision to ensure it is effectively tailored to meet children's specific individual needs. This enables all children to feel included and valued.
- Developing children's communication is at the heart of the curriculum. The setting places high emphasis on quality training for staff. Staff use knowledge from training by making the most of everyday activities to promote children's

language. As a result, children, regardless of their starting points, make good progress in the listening, understanding and communication skills.

- The setting celebrates festivals and other events that are important to the children. These festivals and celebrations form part of the curriculum planning to help children gain a greater awareness of diversity. Information is sought from parents about any events that are specific to them and their children. For example, parents are invited into the setting to share stories and food specific to their culture. This helps children and families feel included. It also helps children to learn about different cultures and celebrations.
- Partnership with parents is given high priority. The setting holds parents' evenings, which enable parents to receive a thorough breakdown of their children's progress and next steps in learning. Parents also share information about what their children are learning at home. For example, parents share photos and examples of their children's achievements. Staff also share information about new places they have visited. Staff then weave this information into their planning, which helps to promote a coordinated approach to children's learning.
- There are meticulous procedures in place for the supervision and appraisal of staff. For example, the setting carries out peer observations with staff to help celebrate strong practice and identify any areas for improvement. This feeds into staff training programmes. This helps leaders to promote and ensure high-quality learning in all areas.
- Staff well-being is a strong focus for the provider. For example, the setting actively promotes a healthy work-life balance and ensures positive working conditions. This promotes a calm and supportive environment for children, which enhances their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff in providing consistent opportunities for children to build on what they already know and can do

## Setting details

<b>Unique reference number</b>	2510555
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10358408
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Tynwald Hill Day Nursery Ltd
<b>Registered person unique reference number</b>	RP904510
<b>Telephone number</b>	07793133565
<b>Date of previous inspection</b>	29 November 2019

## Information about this early years setting

Kiddy Academy Day Nursery registered in 2018 and is based in Liverpool. The nursery employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Highcock

## 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 the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2024