

# Inspection of Kids in Bloom Children's Day Nursery Ltd @ The University of Liverpool

1 Grove Street, Liverpool L69 7SY

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Inspection date: 29 August 2024

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

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

### The provision is outstanding

Children beam as staff warmly welcome them into this vibrant setting. Staff build strong bonds with all children and know them exceptionally well. Children quickly settle and show high levels of self-esteem. Staff have high expectations for all children, and as a result, children are highly engaged and show positive attitudes to learning. For example, older children negotiate with each other as they use large blocks to build a pirate ship. Younger children fill jugs and lift them up high in order to pour the water down the tubes. Staff support children to achieve their goals while giving them the time to learn independently.

Children's behaviour at the setting is exemplary. Staff recognise that children need to express their emotions and support them to acknowledge their feelings. For example, when children have minor tumbles, staff show real empathy and skilfully use language to recognise they are upset. Each room has a unique cosy area where children can take time to relax in a calm space. Staff support children excellently to recognise their feelings, and as a result, children are skilled at self-regulating their emotions. Children regularly take part in yoga and mindfulness sessions. Staff are excellent role models as they teach children to be respectful of each other and follow the setting's rules.

Staff implement the curriculum for communication and language exceptionally well. For example, younger children learn words such as 'soft' and 'squishy' as they play with a fruit sensory tray. Staff teach older children words such as 'cylinder' and 'cylindrical' as they make pirate telescopes. Consequently, children's language is consistently extended as they learn a wealth of new vocabulary.

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

- There is a highly ambitious curriculum for all children, which is well sequenced across all age ranges. Staff support children to excellently build on their skills over time and prepare them for their next stage of learning. For example, younger children learn to pour and drink water from cups with no lids, while older children learn to twist the tap on the water dispenser and put their used cup in the correct box. This supports children to increasingly develop their independence skills.
- Staff skilfully plan the environment to meet the emerging needs of all children. Every space is carefully thought out to support children's developing knowledge and skills. Staff continually reflect on what children need to learn. For example, staff organise and use climbing apparatus in the garden to support younger children who have less access to outdoor space in their homes. This supports children's physical development and builds their upper body strength.
- Children develop a love of books and singing familiar songs. They snuggle into

staff and listen intently as staff read them their favourite stories. They join in with familiar phrases and act out parts of their favourite book. Children choose books to borrow from the nursery library. These include books in different languages, which are spoken in their homes. This helps to support children who speak English as an additional language. Babies show delight and smile at staff as they use puppets to sing songs. This helps to support children's communication and language development.

- Parents say that they feel their children are happy and safe at the setting. They speak extremely highly of the relationships staff build with their children and themselves as families. Communication with parents is excellent. They are continually updated about their child's learning and development through daily feedback and regular parents' meetings. Parents know what their children's next steps in learning are, and staff share ideas of how parents can support learning at home. Consequently, parent partnership is a real strength of the setting.
- Staff provide children with a wealth of opportunities to broaden their experiences. They plan regular trips to local parks, museums and the beach. Staff teach children about the importance of reusing and recycling. Children enjoy learning how to grow vegetables in the setting's allotment. They enjoy taking vegetables home to share with their families. This supports children to learn about the world around them.
- Staff work closely together as a team. The provider completes regular supervision and observations of effective teaching. These support staff to develop their skills and knowledge as they reflect on their practice. Staff have many opportunities to access training and build on their own professional development. Staff say they thoroughly enjoy working at the setting and feel very well supported by leaders.
- Children learn about different cultures and beliefs from around the world. The setting creates an ethos of respect, ensuring every child feels valued. For example, staff recognise that some children eat with their hands at home while sensitively encouraging them to use cutlery. This helps children to prepare for life in modern Britain.
- The provider implements an extremely effective key-person system. Children are given time to form strong bonds with staff while they choose their own key person. Transitions between rooms are seamlessly timed for when children are ready for the next stage in their learning. Parents have opportunities to meet with staff and are given information about their child's transition. This supports children to feel safe and secure during their time at the setting.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY481327
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10351207
<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 11
<b>Total number of places</b>	100
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Kids in Bloom Childrens Day Nursery Ltd
<b>Registered person unique reference number</b>	RP533962
<b>Telephone number</b>	0151 794 1450
<b>Date of previous inspection</b>	16 October 2018

## Information about this early years setting

Kids in Bloom Children's Day Nursery Ltd @ The University of Liverpool registered in 2014. The nursery employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including three staff with qualified teacher status. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 8am until 5.50pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janine Tours

## 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 inspector carried out a joint observation of a group activity with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.

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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