

Inspection of Kidsworld

482 EAST PRESCOT ROAD, LIVERPOOL, MERSEYSIDE L14 2EH

Inspection date: 15 October 2024

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| 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 enjoy their time at this nurturing and inclusive setting. They benefit from the care of staff, who know them well and provide good levels of support for their learning and development. Children have many opportunities to play and learn, and they ask for help when they need it. Adults swiftly give reassurance and support children to manage their emotions, take turns and share.

Children behave well and respond to the high expectations that staff have for them. The setting has clear routines. Children know and follow these systems. Even the very youngest children learn to sit, eat and play together safely. For example, children show consideration to each other in their play, making 'vegetable soup' for their friends. They talk about the recipe and write shopping lists for extra carrots so there is enough for everyone. There is a strong culture of welcoming and respecting all.

Children who need extra help, including those with special educational needs and/or disabilities (SEND), are effectively given resources that enable them to become independent and curious learners. Parents and carers are highly positive about how staff in the setting help their children to feel secure and valued. As a result, the atmosphere around the setting is joyful and calm.

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

- Staff prioritise language development and a love of books. Children listen to stories and join in with songs enthusiastically, copying actions and repeating words. Children find quiet areas to act out stories they have heard and, with the help of adults, access books of interest to them. As a result, children, including those with SEND, gain confidence in communicating and gaining new knowledge.
- Children are kind, friendly and behave well. Routines for the youngest children, such as sitting in groups, are quickly established when they join the setting. Staff help children to make positive choices and listen to instructions. As a result, children know boundaries and show respect to each other and adults.
- The setting promotes children's good health. For example, staff help children to learn about the importance of washing their hands before they eat and of making healthy choices for meals and snacks. Staff sit and chat with children as they eat, providing them with positive role models for social skills and instilling good manners.
- Staff do not always recognise opportunities to promote learning outdoors. For instance, they set out obstacle courses for children to access in the garden but do not always consider how to engage the children in the setting-up activity. This does not consistently promote and extend children's learning outdoors.

- The staff work together effectively to provide good levels of care for the children. The provider is aware of staff's strengths and aspects of their professionalism that can be developed further. However, not all staff are made aware of the precise knowledge and skills they need to develop their practice further.
- Parents appreciate the information that staff share with them about their children's learning. There are play-and-stay sessions for carers when their child first starts at the setting. These initiatives help parents to be a part of their child's learning journey and give them ideas on how to continue their children's learning at home.
- Support for children with SEND is good. Staff accurately identify aspects of children's development where they need additional help. They gather valuable information from parents and work effectively with other professionals involved in the children's development to implement targeted support. This ensures that children with SEND make good progress.

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:

- develop the monitoring of staff performance further to help identify precisely how staff can raise their good practice.
- support staff to consider how they can further engage children in learning, particularly in the outdoors.

Setting details

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| Unique reference number | 322382 |
| Local authority | Liverpool |
| Inspection number | 10359811 |
| 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 | 44 |
| Number of children on roll | 62 |
| Name of registered person | Kids World |
| Registered person unique reference number | RP524899 |
| Telephone number | 0151228 7788 |
| Date of previous inspection | 17 December 2018 |

Information about this early years setting

Kidsworld registered in 1997. The nursery employs thirteen members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, two hold level 2 qualifications, one holds a level 5 qualification and one holds early years professional status. The nursery opens Monday to Friday, all year round, from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sandra Hamilton

Inspection activities

- The manager and inspector had a learning walk together of all the areas of the setting and discussed the implementation of the curriculum.
- The inspector observed the quality of education during activities , indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation.
- The inspector had a meeting with senior leaders. She reviewed relevant documentation, including risk assessments and evidence of the suitability of staff working in the setting.
- Parents shared their views about the setting with the inspector.

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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