

# Inspection of Firbobs@ Mersey Park

Mersey Park Primary School, Birkenhead CH42 0PH

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Inspection date:

9 September 2025

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Met

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

### **This provision meets requirements**

Children thoroughly enjoy attending this warm and welcoming setting. They enter with excitement, eager to see their friends and access the activities on offer. Interactions between staff and children are nurturing and respectful. Staff are positive role models who create an inclusive atmosphere where children can socialise, relax and play. Staff understand children's individual needs well and know when a child may benefit from a little reassurance or a word of encouragement.

Children are actively at the heart of decision-making and quickly develop a strong sense of belonging. Staff ask children for ideas on what they would like to do and consult with them about resources to enhance the environment. There are daily opportunities for arts and crafts, sports and construction. Both inside and outside, children enjoy team games and invite adults to join in. There is an abundance of laughter and fun.

Staff encourage children to follow their interests and plan experiences that promote their independence. They provide a variety of opportunities for the children to take turns and build skills for life. Children are kind and behave well. Parents speak highly of the caring and experienced staff team. They appreciate how information is regularly shared and feel their views are valued.

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

- Staff place children's interests and individual needs at the centre of this setting. There are many ways for children to build resilience, develop their curiosity and make friendships. Through well planned activities, children develop confidence and important skills for life.
- Staff are passionate about supporting all children to access a variety of experiences and become independent. For example, they support children with special educational needs and/or disabilities (SEND) through talking with parents and teachers and making adaptations when appropriate. This means that the needs of children with SEND are understood and high-quality care can be provided at all times.
- Staff are positive role models. They praise and encourage children to keep trying when they think they cannot do something. Older children actively help younger children to play ball games or read to them in cosy spaces. Children are able to use their leadership skills and build self-esteem.
- Staff talk to the children about safety and support them to make a risk assessment of their play. Information is shared with parents and children about the potential dangers of using the internet. Children understand what to do if there is a fire drill and listen well to instructions. Children are developing a

knowledge of personal safety and how to stay safe online.

- Children enjoy a wide range of healthy snacks. They have a daily choice of fresh fruit and vegetables and drink water throughout the session. Children carefully pour their own drinks and are able to serve their own food from a nutritious menu. Staff discuss healthy foods with the children and how water helps our body stay hydrated. Children are learning about healthy lifestyles and building their independence skills.
- Children are kind and friendly. They are respectful, follow routines and behave well. For example, children know to tidy away and wash their hands before snack. The staff support children to understand their emotions and develop strategies to self regulate their behaviour. Overtime, this consistent approach helps children to become increasingly independent and value resources and each other.
- Parent partnership is given high priority. Staff share information about children's care needs, and there are regular parent surveys to support engagement. Leaders seek the views of parents and adapt the setting where possible. Recent surveys include gathering parental opinions on opening times and menu choices. These partnerships help to improve the service and provide a consistency of care for children.
- Leaders carefully consider the well-being of staff and do all they can to support them. There are regular supervisions, training and staff meetings. Staff share that they feel supported by leaders and that they are happy working here. This shared vision has a positive impact on the care for children.

## **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>	EY550760
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10399556
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Firbobs Limited
<b>Registered person unique reference number</b>	RP901150
<b>Telephone number</b>	07709807400
<b>Date of previous inspection</b>	5 December 2019

## Information about this early years setting

Firbobs@ Mersey Park registered in 2017. The setting employs four members of childcare staff. Of these, one holds a level 6 qualification and one holds an appropriate qualification at level 3. The setting opens from Monday to Friday, during term time only. Sessions are from 7.45am to 9am and from 3.15pm to 5.45pm.

## Information about this inspection

### Inspector

Sandra Hamilton

## Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and spoke to the inspector about how staff support and care for children.
- The inspector observed interactions between staff and children during activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including evidence of the suitability of staff working in 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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