

Inspection of Kids in Bloom Out Of School Club Limited

Malvern Primary School, Willoughby Road, Broadgreen, LIVERPOOL L14 6XA

Inspection date: 13 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff build good relationships with children. They know children well and give children the reassurance they need. For example, when they help children with things they need support with, they explain that everybody needs help sometimes. Children are happy and confident in their interactions with staff, and they have positive attitudes towards their learning. Staff give children clear explanations about what they are doing and what is going to happen next. They are good role models and clearly tell children what is expected from them. Children understand the rules and behave well.

Children with special educational needs and/or disabilities (SEND) are offered good support. Staff provide individualised care and education. They help children to achieve personalised targets. This enables children to achieve good outcomes. Staff understand children's existing life experiences and plan a curriculum that provides children with a broad range of experiences that build on their existing knowledge. Children go to the museum and to visit the ducks. They learn sign language and experience playing in the snow. This helps children to develop their understanding of the world in which they live, and they are well prepared for their next stages in learning.

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

- Staff plan and deliver an effective curriculum that enhances children's communication and language skills. They use single words with babies and more descriptive language with older children. They undertake a specialised assessment that focuses carefully on what children know and can do in relation to their communication and language skills. They use this assessment to focus on the areas where children need support. Children use language to explain their ideas and thinking. All children, including children who speak English as an additional language, are making good progress with understanding, listening and speaking.
- Staff implement a good educational programme to enhance children's physical skills. Children have real food in the pretend home corner area, and they practise using knives, with support, to chop up the food. This helps them to be skilful in using tools.
- Staff build relationships with parents. They give parents activity ideas to continue at home. However, they do not always make clear how the activities may be used to support and extend children's learning further. This means that some parents lack clear information about how they can contribute effectively to their child's learning.
- Staff provide a range of experiences to support children to develop their personal, social and emotional skills. For instance, during activities, staff

encourage children to take turns, listen to each other and be respectful to their friends. Children are emotionally secure and sociable.

- Staff encourage children to engage in opportunities that help them practice healthy lifestyles. Children brush their teeth independently at nursery. Children are learning about good oral health.
- Overall, staff deliver the curriculum by focusing on supporting children's next steps in learning. However, sometimes staff are not highly focused on the knowledge and skills they want children to learn from the activities they engage in. On these occasions, some children lose interest and they do not fully benefit from the intended learning.
- Leaders have implemented an effective system of support for staff. They buddy up less-experienced staff with knowledgeable leaders so that all staff can learn and develop. Leaders observe staff in their interactions with children and encourage staff to access training. This helps staff to continue to offer a good service to children and their families.
- Staff support children to solve problems. They encourage children to predict whether items will float or sink when they place them in water. Children also work out what happens to the numbers of items if they take objects away. Children are able to think critically.

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:

- extend partnerships with parents to improve information shared about children's individual stages of learning and development and support parents to continue their child's learning at home
- support staff to be highly focused on what they want children to learn when implementing the curriculum.

Setting details

Unique reference number	2689254
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10368212
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 8
Total number of places	40
Number of children on roll	65
Name of registered person	Kids in Bloom Out Of School Club Limited
Registered person unique reference number	2689256
Telephone number	01514778236
Date of previous inspection	Not applicable

Information about this early years setting

Kids in Bloom Out Of School Club Limited, Malvern registered in 2022. The nursery is situated in the Broadgreen area of Liverpool. It opens from Monday to Friday, 7.30am until 6.30pm, all year round. There are 24 staff. Of these, 21 hold relevant qualifications from levels 2 to 6. The nursery provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The managers and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The managers provided the inspector with a sample of key documentation on request.

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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