

Inspection of Blackburne House Nursery

Blackburne Place, Off Hope Street, Liverpool, Merseyside L8 7PE

Inspection date: 17 January 2023

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 safe at this warm and friendly setting. Staff have lovely attachments with children. When children first start at the setting, they attend settling-in sessions and form bonds with their key person. Children are provided with visits to their next room as they transition through the nursery, and they have time to get to know their new key person. As a result, children are settled and enjoy their time at the setting.

Children behave very well. Staff have clear behaviour strategies and apply these consistently. For example, when children are struggling to share, staff remind them to have 'kind hands'. The nursery curriculum incorporates personal and social development. These expectations are weaved throughout each room. Staff adapt their approach for the varying ages of children. This includes for children who have special educational needs and/or disabilities (SEND). Consequently, all children understand what is expected of them.

Children have access to well-resourced indoor and outdoor environments. They confidently select resources and choose activities. They enjoy playing alongside each other. For example, children enjoy building sandcastles and are proud to show these to their friends. Outside, children enjoy playing in the snow. Staff introduce new vocabulary, such as 'snowflake' and 'crunch', as they make footprints. Children enjoy scooping the snow and watching it melt. Subsequently, children learn about the world around them and build their vocabulary.

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

- Leaders and managers have a clear vision for the nursery. They have devised a curriculum that is understood and implemented well, overall, by the staff. Staff have a good understanding of what children already know and what they need to learn next. As a result, children are engaged in purposeful play and activities and are motivated and eager to learn.
- Staff have access to training in order to extend their professional development. In addition, they have supervision meetings with the managers. However, managers do not identify clear targets for staff to support them to raise the quality of their practice to the highest level.
- Children's communication and language are supported well throughout the setting. Staff provide a calm environment, and when speaking to children, they get down to children's level. Staff listen to children and speak clearly to them. Children are provided with books and enjoy sitting with staff and listening to stories. Therefore, children are developing a love of books. This further supports children's developing vocabulary.
- Parents comment on how happy their children are at the setting. They say their

children 'look forward to going to nursery'. Parents say they feel supported, and they value the communication between themselves and the staff. The setting has recently introduced a system for communicating electronically with parents. This is used well to help to share learning opportunities between the setting and home. This further supports the good progress that children make.

- Staff provide opportunities for children to talk about their feelings. For example, staff use wooden blocks with pictures showing different emotions. Staff ask children how they are feeling, and children either talk to staff or show them using the appropriate blocks. As a result, children develop an understanding of their own and other's feelings and emotions.
- All children, including children who are funded and children with SEND, are supported very well. The special educational needs coordinator (SENCo) works in partnership with a number of agencies to ensure all children receive the support they need. The SENCo regularly reviews relevant documentation and ensures that timely referrals are put into place. As a result, children's needs are met, and all children make good progress.
- Babies are cared for in a spacious and well-equipped room. They have access to a wide range of age-appropriate resources. Staff meet the personal needs of the babies well. For example, they adopt their care routines from home. As a result, babies feel safe and secure. Babies have lovely attachments with their key person. They snuggle in when having their bottle and look for them when they leave the room.
- Children have some opportunities to develop their independence skills. For example, they wash and dry their own hands after using the bathroom. However, staff do not always encourage children to do things that they are capable of doing for themselves, to enhance children's independence and self-care skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities for safeguarding children. They know who to contact if they are concerned about a child. Staff complete regular safeguarding training. In addition to this, managers provide quizzes and staff meetings to keep staff's knowledge up to date. Staff understand the signs and symptoms of abuse. The premises are secure with intercom entry. Staff are provided with inductions when they first start working at the setting to ensure they are familiar with the setting's policies and procedures. This further ensures children's safety.

What does the setting need to do to improve?

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

- promote further children's independence and self-help skills and encourage children to try to do things for themselves
- strengthen the current arrangements for the supervision of staff and their professional development to help them raise the quality of their practice to the highest standard.

Setting details

Unique reference number	322362
Local authority	Liverpool
Inspection number	10265318
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 5
Total number of places	36
Number of children on roll	54
Name of registered person	Blackburne House
Registered person unique reference number	RP524951
Telephone number	0151 709 4356
Date of previous inspection	2 June 2017

Information about this early years setting

Blackburne House Nursery registered in 1994 and is situated in Liverpool. The nursery opens from Monday to Friday, from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 10 members of staff. Of these, one staff holds an appropriate childcare qualification at level 5, two at level 4, six at level 3 and one at level 2.

Information about this inspection

Inspector

Kate Martin

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.
- Children spoke with the inspector during the inspection.
- 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 carried out a joint observation with one of the managers.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector took account of the views of parents.

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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