

# Bluebell Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	503967
<b>Inspection date</b>	07/10/2009
<b>Inspector</b>	Elizabeth Margaret Grocott
<b>Setting address</b>	7 Heathfield Road, Wavertree, Liverpool, Merseyside, L15 9EU
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bluebell Nursery School is owned and managed privately. It registered in 1990 and operates from a converted chapel located in the Wavertree area of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is registered for 35 children under eight years, of whom no more than 35 may be in the early years age group. There are currently 32 children on roll from 12 months to four years. Out of school care is provided before and after school and in the school holidays. Children are taken to and collected from a local primary school.

The setting is open five days a week from 8.00am until 5.30pm for 52 weeks of the year with the exception of bank holidays. All children share access to secure outdoor play areas. The setting is accessed via some steps; there is also an accessible entrance for all children and their parents. The first floor studio is only accessible via a staircase. The setting supports children with special educational needs and disabilities and children who speak English as an additional language. There are a team of six staff who work with the children, of whom one has Early Years Professional Status, four hold a level 3 qualification and one is working towards this. The setting is supported by the local early years team and an advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and contented in the inviting atmosphere and the kind, caring support of all adults involved in the nursery. Staff confidently carry out their duties, ensuring children take part in rewarding activities. They sensitively supporting those who are less able or who speak English as an additional language, although as yet do not give sufficient opportunity to use their home language during play. Effective steps are taken by the nursery to evaluate its provision for children's welfare, learning and development, although Ofsted is not always informed of changes. Plans for the future are well targeted to bring about further improvement to the service they provide and the outcomes for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- inform Ofsted of any change to the premises on which childcare is provided that may affect the space available to children and the quality of childcare available to them (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

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To further improve the early years provision the registered person should:

- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning
- improve support for children learning English as an additional language, for example by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language' and provide more access to resources reflecting diversity, particularly disability.

## **The effectiveness of leadership and management of the early years provision**

All staff have current Criminal Records Bureau (CRB) checks ensuring their suitability in working with children. The nursery's child protection policy and other safeguarding procedures gives them appropriate guidance on how to manage and to promptly refer any concerns about a child's welfare. Staff are clear about procedures for reporting suspected abuse or neglect issues, and the possible indicators of these. This keeps children safe. All required information is exchanged regarding children and their families so that staff know who has parental responsibility and legal contact with each child. Children learn to take responsibility for keeping themselves safe as they regularly practise fire drills. Risk assessments and daily checks are carried out to minimise hazards which may affect children. The nursery has recently been refurbished, but management did not notify Ofsted of this. This is a breach of the welfare requirements.

Management and staff have identified plans to develop some aspects of the service and to continue to promote staff development. Staff attend a variety of courses to broaden their knowledge. For example, paediatric first aid, equal opportunities, safeguarding and outdoor play. These help to improve outcomes for children. The staff meet regularly to evaluate their practice and action plans are implemented in consultation with parents. The recommendations raised at the last inspection have been successfully implemented, resulting in children being made more aware of their diverse society, better communication with parents and carers and children's access to investigative resources, so they can explore and observe the natural world. The nursery works closely with outside agencies, such as health visitors, speech therapists and social workers, to ensure that every child is included and receives the best possible support to ensure progression and continuity of learning and care.

Parents are provided with questionnaires to seek their opinions on a variety of topics to enable them to contribute to decision making about the nursery. They have access to a range of policies and procedures which inform them of the day to day running of the nursery. They are kept up to date with children's progress by a communication folder which goes home with their child on a daily basis. They are asked to provide information about their child's interests and activities they like to do at home, to build a fuller picture of the child and enable staff to plan for them.

Information received from parents indicates their delight with the service provided. They particularly appreciate the friendliness of the staff.

## **The quality and standards of the early years provision and outcomes for children**

Children settle well and enjoy learning. Children's concentration and interest are promoted by the staff's reassurance and effective involvement in their activities and routines. Children have a very enthusiastic attitude to learning and relish their time in the setting. Staff have embraced EYFS with positivity and make regular observations of children during their play. These observations are used to plan their next steps, coupled with information gathered from parents and carers about the child in the home environment. Children make good progress across the six areas of learning although as yet, the system to monitor that all six areas are regularly covered is not fully effective.

Babies enjoy exploring bubbles as they sit in the tray surrounded with the soft white foam. Older, more able children are amazed when they gently 'capture' a millipede to put in their tank so they can watch him closely with their magnifying glasses. They know they have to return him to the 'wild side' at the end of the day as it is unkind to keep him in a tank. Children are transfixed at their regular music session with a real musician, when he allows them to play the drums and explore as he undoes the bow from his violin to show them the real horsehair. They tap out rhythms and learn new words, such as 'crochet', 'pizzicato' and 'Saxophone'. Staff encourage children to help to make their own boundaries within the setting, such as not running indoors in case they fall and hurt themselves. Children demonstrate that they feel safe as they confidently move around the main room accessing toys and resources of their choice.

Children have good relationships with staff and seek cuddles and a lap to sit on when they want comfort. They respond positively to requests from staff to tidy up the toys before they go out to play. The outdoor area although small, provides a wealth of learning. Children experiment with the play drain pipes fixed at an angle as they watch water cascading down the hosepipe. They fill all sorts of containers and pour water. They grab a leaf to see what happens when they place it in the flow of water. Children build with the sliced logs and also use them as stepping stones. They rush up and down on sit and ride toys as they pretend to be chasing someone and others play with the sand.

Children's good health is encouraged as they are provided with healthy choices at snack and meal times. They tuck into the slices of orange, pepper and potato cakes during the morning. At lunch they have fish pie with carrots and peas followed by fresh fruit and at tea time they have fruit smoothies made from seasonal berries. A water cooler machine provides children with the opportunity to help themselves to a drink whenever they feel thirsty, forming good habits for the future. Children develop skills for the future when they see print displayed around the nursery, look at books, sing songs and rhymes about simple subtraction and play games on the computer.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to Ofsted) (also applies to the voluntary part of the Childcare Register). 08/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to Ofsted) (also applies to the voluntary part of the Childcare Register). 08/10/2009