

Bluebird Kindergarten & Nursery

Inspection report for early years provision

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Inspection date 21/03/2012
Inspector Rachel Deputy

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Bluebird Kindergarten and Nursery was registered in 1997. It is situated in Allerton, a residential suburb of Liverpool. It is owned and managed by a private provider. The children are cared for in two age groups and use three rooms within Elm Hall Methodist Church premises. Children also have access to the large church hall at agreed times and share access to a fully enclosed outdoor garden area.

The nursery is open Monday to Friday from 9am to 4pm during school term time and at half terms, with the exception of public holidays. Children are able to attend for a variety of days and sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 60 children may attend at any one time of whom, 20 children can be under three years. There are currently 54 children on roll. The setting receives funding for nursery education. The setting is able to support children with learning difficulties or disabilities or for whom English is an additional language.

The nursery employs eight members of childcare staff, including the manager, six of whom hold appropriate early years qualifications. One member of staff is a qualified Montessori teacher and another holds qualified teacher status. Two are currently working towards a Level 3 National Vocational Qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team place the promotion of equality of opportunity at the heart of all their work. They provide wonderful opportunities for all children to make a positive contribution to the setting and the wider world. Children clearly benefit and thrive because staff provide a wealth of good quality resources which are thoughtfully laid out. The quality and effectiveness of the activities provided, ensures that most children are making good progress through the Early Years Foundation Stage. Documentation to promote the safe and effective management of the setting is in place. The manager and her team are aware of their strengths and weaknesses and set clear and appropriate targets for improvement.

What steps need to be taken to improve provision further?

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

- consider ways to enhance partnership with parents by sharing information about their child's continuous learning and development and involving them

- in the planning processes.
- work together with other practitioners and parents to support transition, both between settings and between setting and school

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the management team place strong emphasis on protecting children and ensuring their safety. Staff have a good understanding of child protection and know what to do should they have concerns about the children in their care. Staff are also knowledgeable about the procedure to follow in the event of an allegation being made against themselves or their colleagues. They are appropriately vetted and are safe and suitable to work with young children because the manager has attended a safe recruitment course.

Staff carry out daily risk assessments to ensure the safety of the building prior to opening because the setting is used by other community groups. This helps to ensure that the premises remain safe and suitable and children can move freely around the building. Full written risk assessments are in place which reviewed each term.

The environment is well organised and accessible to the children. Outcomes related to children's starting points are good and are clearly attributed to effective use of resources and strong teaching methods. For example, equipment and toys are stored at the children's level so they are able to access them independently. This means that children are able to thrive and make good progress in their development.

The management team are aware of their strengths and weaknesses. They continually look for ways to improve the setting for the children and set ambitious and appropriate targets. Previous actions and recommendations have been met promptly and effectively. For example, a new register is in place to record children's actual times of attendance.

Staff encourage parents to make suggestions and provide wonderful opportunities for parents to become involved with the day to day life of the setting. For example, they invite parents in on Mother's Day to make fudge with their children. However, there are limited opportunities for the staff team to formally share information with parents about their child's progress and gain their input on planning. Relationships with local schools are in their infancy and not yet established. This means that children's transitions are not fully supported. Effective relationships with other provisions and professionals involved with the children are well established. They contribute extremely well to supporting individual children's welfare and learning.

Adults are highly skilled in ensuring that all children are well integrated. They are extremely successful in taking steps to close identified gaps in children's achievements. Consequently, children's experiences are very positive. For example, they create personalised plans and make adaptations to the environment to

support children's specific interests and needs. This ensures that all children are stimulated and challenged sufficiently for their age and stage of development.

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

Children show a great deal of self-confidence in the setting and chat happily to the inspector. Staff form strong relationships with children, which means they are able to seek comfort and assistance when they need it. Children's understanding of safety issues is demonstrated as they play. For example, when playing with the sand children remind each other not to flick it because it might go in someone's eyes.

Most children show awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines. For example, they wash their hands before eating. During snack time children show an understanding of the importance of healthy eating as they discuss amongst themselves how fruit helps you to grow up big and strong. Children have opportunities to engage physical activities both inside and out. Outside, they enjoy digging and planting in the garden area. Inside, they enthusiastically join in with music and movement sessions and develop their physical skills as they learn to climb and balance on the climbing frame.

Purposeful observations are carried out to help staff monitor children's progress through the Early Years Foundation Stage. Staff then use this information effectively to implement a tracking system which is used to identify next steps for children's individual learning. Children's comments are recorded and sometimes used to contribute towards plans. For example, children say that they remember an activity and would like to do it again. The key person then adds this suggestion to the plans for the term. This highly effective approach means that children have a voice within the setting. Adults encourage the children to think critically and support children's early language skills very well. For example, during circle time children learn about a harmonica. They ask questions about how it works and where it came from. Children have access to a wide range of programmable toys such a computer which they use skilfully and access independently showing an emerging understanding of technology.

Children behave exceptionally well in the setting because the staff team give clear explanations and set appropriate boundaries. Staff listen to children and respond sensitively and enthusiastically to children's ideas. As a result, children feel valued and all children are included in the life of the setting. Children work very well independently and with their peers showing excellent negotiation and co-operation skills. For example, when they hear the 'tidy up bell', children enthusiastically begin to tidy away the toys without being prompted. They discuss each other's roles for example; they talk about who will tidy away the blocks and who will help to carry the train set. Staff provide excellent opportunities for children to learn about the wider world through the sharing of festivals such as Australia Day and Chinese New Year. Cultural resources such as posters, books and photographs are

integrated into the environment extremely well. As a result children are developing a respect for themselves and others and are learning about other cultures and beliefs.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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: Met

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