

Bluebell Nursery School

7 Heathfield Road, Wavertree, LIVERPOOL, Merseyside, L15 9EU

Inspection date

13/06/2014

Previous inspection date

07/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are supported by practitioners to engage in activities in the well-resourced learning environment. Skilled practitioners ensure children's learning needs are consistently met through a wide range of activities that appeal to their interests. Consequently, children consistently make good progress.
- Practitioners successfully utilise a very effective systems to monitor children's achievements. This allows children's needs to be identified and focused interventions implemented, so all children develop the skills needed for future learning.
- Children's health, safety and well-being is promoted well through safeguarding policies and procedures that are effectively implemented by practitioners and monitored by management. Children learn to keep themselves safe through the implementation of clear rules and a visual reward system. As a result, children effectively manage their own behaviour.
- The management team have established excellent partnership working with local schools, children's centres and health professionals in order to support children and their families. As a result, children feel happy and parents feel valued and included.

It is not yet outstanding because

- There is scope to enhance the already good practice to include peer-on-peer observations and mentoring to extend and enhance the quality of teaching.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the Early Years Professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self evaluation form and improvement plan.
- The inspector took account of the view of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Deborah Magee

Full report

Information about the setting

Bluebell Nursery School is owned and managed privately and was registered in 1990. It is situated in Wavertree, Liverpool. The nursery serves the immediate locality and surrounding areas. The nursery operates from 7.30am to 5.30pm, all year round, except for bank holidays and for one a week at Christmas. Children attend for a variety of sessions. The nursery operates from a converted chapel and children are cared for in a large playroom. Children also have access to an enclosed outdoor area and a separate dance studio. There are currently 52 children on roll, all of whom are in the early years age range. The nursery receives funding for the free education provision of two-, three- and four-year old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently nine staff working directly with the children, all of whom have an appropriate early years qualification. Two staff have Early Years Professional Status, six staff have qualifications at level 3 and one member of staff is working towards a level 3 qualification. The nursery receives support from the local authority and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the existing good standard of teaching by extending the programme of peer observations to enable staff to review and reflect on the quality of their own and others teaching.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children learn through a wide range of activities that are relevant to their own interests. Practitioners engage children in planning of new topics through asking children questions and creating posters. Children plan a topic on mini-beasts; through group discussion children express their interests. Practitioners use this information to plan successful topics that cover all areas of learning. Children are motivated, they engage in personalised learning that effectively meets their development needs. This results in children who are actively involved in shaping their own learning experiences. As a result, children are engaged and progress well. Children develop their physical skills outdoors in the new garden; they dig, climb, balance and delight in well-managed ball games, in which goal scorers are rewarded with a medal. The provider is also a registered as a forest school. Practitioners receive training to support children's learning in a weekly trip to a forest environment. Children spend the whole day learning in the outdoors, they build fires, make dens and learn about insects and wildlife. As a result, children have a clear

understanding of following rules and effectively managing risks in their own play. Children are encouraged to think problems through; practitioners skilfully question children as they play. This results in practitioners extending children's learning, as children work answers out. As a result, children develop the key skills needed for their next stage in learning. Practitioners encourage communication and language development in all activities; this is enhanced by provision of child-friendly welcoming spaces in which children are encouraged to sit and talk to each other.

Children are supported very effectively in their move to school. Practitioners enhance the resources on offer and add school uniforms from relevant schools, to the role-play area. Children's key persons arrange meetings with new teachers in order to discuss current development levels. Teachers are also invited into the nursery to meet and observe the children. Therefore, children's learning needs are consistently addressed in their move to school.

Children who have special educational needs are exceptionally well supported. Practitioners work closely with parents and any other professionals that are involved to ensure that children make good progress, in relation to their starting points. Children who have English as an additional language are given opportunities to use their home language in play. Practitioners engage parents and request significant key words to display in the nursery to ensure practitioners can support children's learning. Parents attend the nursery for coffee mornings this encourages a feeling of belonging. Practitioners engage parents in daily discussions about children's learning experiences. Any interests that parents identify at home are used to plan activities in the nursery, such as using super heroes to motivate children to learn about colours and tell stories. Practitioners carry out home visits for families prior to children starting at the nursery. This establishes strong parental partnerships and parents express positive opinions of the nursery and the support they receive.

The contribution of the early years provision to the well-being of children

The emotional security of children is given a high priority by all practitioners; who take time to get to know each child and their unique needs. There is an excellent settling-in process that involves home visits. As a result, children quickly form strong attachments with practitioners and are happy to confidently explore. Children learn about appropriate behaviour through a consistent approach, which promotes positive behaviour. Practitioners ensure that nursery rules are regularly updated with children actively involved in deciding the rules. Children's positive behaviour is celebrated on a visible reward chart, any unwanted behaviour is dealt with calmly and quickly. Practitioners will refer to the clearly displayed rules to explain why behaviour is unacceptable. This results in children behaving well and taking responsibility for their own actions.

The key-person system is successfully embedded into practice, children enjoy spending time on focused activities with their key person. Practitioners are positive role models, they get down to children's level to engage children in meaningful conversations. Children feel valued as practitioners know them very well. Parents constantly share updates as practitioners have informed parents of the value they place on their contributions. This

improves children's experiences, ensuring any needs are identified and met.

Children have abundant access to outdoor environments in the newly established garden and weekly forest school sessions. Children's physical skills are developed through opportunities to dig, balance, play football and mark make with alternative resources, such as, sticks and mud. Children know how to take sensible risks in their play and are aware of how to stay healthy by washing their hands. Children's knowledge of healthy eating is developed through the food provided. Practitioners explain the choices on offer and older children select their healthy meal independently to enjoy with their friends.

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

The management structure of the nursery is currently under review. The provider has established a strong staff team who are experienced, well qualified and committed to professional development. Practitioners identify their training needs and the provider supports practitioners to access relevant training. As a result, children's experiences are constantly improving. The management implement safe recruitment procedures that have recently been improved, as the provider has attended training. Practitioners have a thorough knowledge of procedures to follow if they have safeguarding concerns about a child. Management are vigilant in monitoring the access to the nursery. Risk assessments are carried out daily on the indoor and outdoor environments and a checklist for the outdoor environment is currently being implemented. As a result, children are kept safe while attending the nursery.

The Early Years Professional has implemented highly effective systems to monitor children's progress to ensure all children reach their full potential. Practitioners constantly assess and observe the children. This provides tracking information that results in a clear visual representation of each child's current level. The staff team are supported in assessing and monitoring children, so the quality of learning is well matched to each child's age and stage of development. This means that children are supported to make good progress in their learning and development. In addition, the effective tracking system allows practitioners to identify any possible development delay allowing for early intervention strategies to be implemented. The practitioners attend relevant training and there is a focused programme of staff development. This ensures practitioners are able to support children to achieve their full potential. Practitioners benefit from an established supervision and appraisal processes which are used to identify support and meet their development needs. However, there is scope to enhance staff development further by introducing peer observations and mentoring to enable all practitioners to review and reflect on the quality of teaching and the impact for children.

Practitioners establish strong partnerships with parents and other agencies. Parental input forms an important part of the self-evaluation process through questionnaires parents input on how they think the nursery can improve. Parents' views form part of the nursery's improvement plans, the result is a nursery that fits the needs of those who use it. Parents comment that they are extremely pleased with the way that the nursery staff support children, particularly those who have special educational needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	503967
Local authority	Liverpool
Inspection number	872297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	55
Name of provider	Bluebell Spirit Limited
Date of previous inspection	07/10/2009
Telephone number	0151 734 2001

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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