

# Bluebird Kindergarten & Nursery

Elm Hall Drive, Liverpool, Merseyside, L18 1LF



<b>Inspection date</b>	17 November 2015
Previous inspection date	21 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Significant improvements have been made to the nursery since the last inspection. These improvements have positively improved the leadership of the nursery and children's overall safety and learning.
- Staff provide the children with exciting learning opportunities, which cover all areas of their learning. This supports children to make good progress in their learning.
- Children who speak English as an additional language are well supported. Targeted plans are carefully followed to ensure that they make progress in their learning from their individual starting points.
- Staff establish good partnerships with parents. They share information regularly regarding children's care and the progress they make. Staff make suggestions on how parents can contribute towards their children's learning at home.
- Staff consistently promote positive behaviour. They act as good role models as they teach children how to be polite and kind to each other. Children are taught to work cooperatively with each other and value the ideas of others.

### It is not yet outstanding because:

- Staff's professional development is not highly focused to raise the quality of teaching to an outstanding level.
- The manager has not yet fully evaluated the progress made by different groups of children.

## What the setting needs to do to improve further

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

- enhance staff's professional development that increases the potential to deliver the highest-quality provision and excellent outcomes for children
- evaluate the progress made by different groups of children and use the information gained to ensure that gaps in children's learning are quickly closed.

### Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the nursery's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team have worked hard since the last inspection to improve their practice and the overall quality of the provision. The manager demonstrates her ability to accurately identify what she needs to do next, in order to continually improve outcomes for children and their families. The manager regularly checks the quality of the educational programmes to ensure that they are meeting the individual needs of children. Staff have regular supervisions and seek regular opportunities to undertake further training. Staff meetings are regularly used to cascade knowledge and best practice. The arrangements for safeguarding are effective. Staff know their role and responsibilities and how to protect and safeguard children. They maintain a set of well-written policies, procedures and records which they implement to promote children's safety and welfare.

### Quality of teaching, learning and assessment is good

Staff are qualified and the quality of teaching is good. Staff help children to learn in many different ways and use effective teaching strategies to engage children in their learning. They have good interactions with children, and encourage them to question, explore ideas and ensure that they give children enough time to consider their responses to questions. Staff regularly observe and assess children, and plan for their next steps in learning. Well-planned, challenging activities are based around the children's interests and next steps in learning. In addition, staff listen to children's ideas and include these in the planning of activities. This contributes towards children making good progress in their learning. Staff teach children about shape, size and number and build on their growing mathematical understanding. For example, when children go on learning walks to the local community, staff skilfully weave in opportunities to encourage children to count and recognise numbers that they can see.

### Personal development, behaviour and welfare are good

Children are sensitively supported by their key person when they settle in, or move to their new room. They form secure attachments with their key person and their self-confidence and sense of well-being are promoted well. Consistent behaviour management together with frequent praise and encouragement effectively promotes children's confidence and self-esteem. Staff help children to become independent in managing their own personal needs. Staff give clear messages to children about why it is important to have a healthy diet and good hygiene routines. Children learn how to keep themselves safe. They tidy away discarded toys so they do not trip or fall. Staff successfully promote children's understanding of their community and the wider world. Children have daily access to the outdoor environment visiting places of interest within the community, such as the local green grocers.

### Outcomes for children are good

All children including those in receipt of additional funding make good progress. Disabled children and those with special educational needs are provided with effective support to make good or better progress given their starting points. Children are prepared with the key skills necessary for starting school.

## Setting details

<b>Unique reference number</b>	322378
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1016273
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Sheila Carmichael and Joanne Carmichael Partnership
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	0151 728 8627

Bluebird Kindergarten & Nursery was registered in 1997. It opens from Monday to Friday, term time. Sessions are from 8.30am until 4pm. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an early years degree. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery supports disabled children and those with special educational needs.

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