

## Inspection date

19 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children are not provided with challenging and enjoyable learning experiences. As a result, too few children make the progress they should in literacy, mathematics and their personal care, such as toileting.
- Leaders and managers do not take into account babies' and toddlers' emotional needs when they start at the nursery. Babies and toddlers are not given sufficient time to settle into their new environment. As a consequence, they remain distressed for long periods of time.
- Although children are assigned to a key person when they start at the nursery, this information is not shared with all parents. As a result, parents are unable to build a relationship with their child's key person, which affects their child's emotional well-being.
- Leaders do not adequately monitor the quality of teaching, learning and assessment, and they fail to address identified gaps in the educational programme.
- The system used for tracking children's progress is not used well enough to support children's learning and development.

### It has the following strengths

- Children are provided with wholesome meals and snacks, which promotes their good health.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that the settling-in procedures meet the emotional needs of babies and toddlers, for example, by gradually building up periods of time that children are away from their parents</li> </ul>	10/10/2016
<ul style="list-style-type: none"> <li>■ implement effective procedures for tracking children’s progress and where emerging concerns are identified, take prompt action to remedy these weaknesses</li> </ul>	10/10/2016
<ul style="list-style-type: none"> <li>■ ensure that children make good progress in relation to their starting points, for example, by providing children with activities and experiences to help them learn and develop their skills with particular regard to mathematics, literacy and managing their personal care needs</li> </ul>	10/10/2016
<ul style="list-style-type: none"> <li>■ ensure that the procedures for monitoring the quality of the educational programme are rigorous and use this information to plan challenging and enjoyable experiences for all children</li> </ul>	10/10/2016
<ul style="list-style-type: none"> <li>■ promote partnership working with parents by ensuring that all parents know the name of their child’s key person.</li> </ul>	10/10/2016

### Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet requirements of registration and provide a quality provision for all children.
- The inspector observed the quality of staff practice and the impact this has on children’s learning and well-being.
- The inspector held meetings with the leadership and management team.
- The inspector spoke to parents and reviewed parents’ questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

**Inspector**  
Patricia Graham

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Leaders do not have an accurate overview on the quality of the provision and they have failed to address identified weaknesses. Although leaders have identified significant gaps in the educational programme, they have not taken prompt action to address these weaknesses. As a result, children do not make the progress they are capable of. The daily routine is not planned well enough to meet the needs of babies and toddlers settling into the nursery. The qualified staff team are kind and nurturing in their approach, and they do their utmost to settle the babies and toddlers who are extremely distressed by giving them one-to-one attention. However, leaders have failed to take into account the effective transitions needed to help babies and toddlers settle into the nursery routine. As a result, there are too many babies crying and staff are unable to meet the needs of all children. Consequently, some toddlers cry themselves to sleep. This distress has a significant impact on their emotional needs. Staff have some opportunities to develop their skills through relevant training, such as child protection, and all staff have a good understanding of the possible signs and symptoms of abuse. As a result, safeguarding is effective.

### **Quality of teaching, learning and assessment is inadequate**

Expectations of what children can do are not high enough and as a consequence, children do not benefit from challenging and enjoyable learning experiences. When children start at the nursery they are on track in their learning and development. However, when children leave the nursery, too many children are underachieving in most areas of their development, which has a detrimental impact on their future learning. Staff take reasonable steps to communicate with children who speak English as an additional language, for example by learning key words in their home language. This approach positively supports their communication with children.

### **Personal development, behaviour and welfare are inadequate**

The transition arrangements for children settling into the nursery are inadequate and do not meet the needs of babies and toddlers. As a result, staff are unable to support babies' and toddlers' emotional well-being. The nursery environment is equipped with a good selection of toys and resources. However, babies and toddlers have too few opportunities to explore their environment because they are too distressed and upset for most of the morning session. In the afternoon, some children have settled and show some signs of engagement. However, their levels of engagement are low. Children's emotional well-being is further hindered due to the lack of partnership working with parents. Parents have insufficient opportunities to build a relationship with their child's key person and some parents do not know who is looking after their child.

### **Outcomes for children are inadequate**

Most children, regardless of their age, gender and ability, are not gaining the skills they need for future learning. Children's learning is hindered due to weak leadership. Leaders have failed to take prompt action to address identified weaknesses in the educational programmes, most notably in mathematics and literacy. Although the newly appointed

manager has made some changes to improve outcomes for children, the impact of these changes is not yet evident. As a result, the gap is not closing quickly enough and outcomes for children are inadequate. However, the manager has a clear vision on what needs to improve.

## Setting details

<b>Unique reference number</b>	EY481345
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1073238
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	St Nicholas Catholic Primary School Governing Body
<b>Registered person unique reference number</b>	RP533965
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 709 5532

Bluebirds @ St Nicholas was registered in 2014. The nursery is situated on the ground floor of St Nicholas Catholic Primary School in the city of Liverpool and is managed by the governing body of the school. The nursery employs six members of childcare staff, including the manager. Of these, three hold an appropriate early years qualification at level 6 and three at level 3. The nursery opens Monday to Friday from 7.45am until 6pm for 51 weeks of the year.

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