

## Inspection date

28 February 2017

Previous inspection date

19 September 2016

<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

- Leaders are dedicated to the continual improvement of the setting and have made significant improvements since the last inspection. Staff share leaders' passion and dedication. They use the views of parents, children and other professionals to develop and enhance the existing provision.
- The manager has implemented rigorous procedures to monitor the quality of the educational programmes and the progress of all children. She is able to quickly identify areas where children require extra help and to take action to provide or secure additional support.
- Staff have a good understanding of how children learn. They use what they know about children from their own observations and information from parents, to provide suitably challenging and appealing learning experiences which support children's development in all areas.
- Robust procedures have been implemented to provide more effective support for children as they settle into the setting. Children now enter the setting confidently and are supported effectively as they prepare to move on to their next stage of learning.

### It is not yet outstanding because:

- The manager's procedures to oversee the quality of practice do not yet focus sharply enough on evaluating teaching to help consolidate and build on the good quality of practice.
- Occasionally, staff are less effective in identifying and making use of opportunities to support children's thinking skills.
- Staff do not make best use of opportunities to help children learn how to manage risks and keep themselves safe.

## What the setting needs to do to improve further

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

- sharpen the focus on evaluating teaching and how staff can be further supported to consolidate and enhance the good quality of practice
- provide more effective support and opportunities for children to develop their thinking skills
- enhance the opportunities for children to learn more about managing risks and keeping themselves safe.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

Some members of the senior leadership team have changed since the last inspection. The manager has been provided with more effective support from the senior leadership team and the local authority. She has an ambitious vision for the future of the setting, which staff share. Parents provide positive feedback about the quality of the provision and staff. Staff have accessed a variety of professional development opportunities to broaden their existing knowledge. The arrangements for safeguarding are effective. Staff have a good understanding of child protection and safeguarding issues. They are confident in following the setting's policies to report any concern relating to the welfare of a child or the conduct of an adult. Staff use risk assessment to identify and minimise potential hazards within the environment.

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

Children enjoy their time at the nursery. Babies spend time exploring different materials, such as sand and malleable dough. They listen and join in with pleasure as staff read and sing familiar stories and rhymes. Babies begin to develop their physical skills as they pull up to standing and learn to navigate the space around them. Older children enjoy a variety of activities. They explore the use of different tools in the outdoor, well-resourced provision. Children search for insects and learn more about the world around them, including how to operate equipment, such as water pumps. Some of the older children are beginning to write their names and recognise familiar words and letters. They can count without support and match numbers with quantities. Staff conduct regular observations of children's learning and make clear links between this and their assessments of children's progress.

### Personal development, behaviour and welfare are good

Staff have positive relationships with children. All children enter the setting happily and have good bonds with their key person. This information is communicated clearly to parents, who have a good knowledge of the role of the key person. Staff working with babies interact sensitively with them, to meet their emotional and physical needs. Recent improvements to the learning environment have created calm and welcoming spaces for children to rest and play. Children make independent choices from a variety of resources which supports their development in each area of learning. They are provided with freshly prepared, nutritionally balanced meals. Staff encourage children to follow hygiene routines and minimise the risk of cross infection. Children listen to staff and show an understanding of the diversity of the world around them.

### Outcomes for children are good

All children are now making good progress from their starting points. Those children who are not yet achieving age-related expectations are receiving support to catch up with their peers. All children have positive attitudes towards learning. Older children are able to manage their personal hygiene needs independently and follow instructions and routines. Children are developing good social skills as they interact with their peers and understand the rules of the setting. They are well prepared for school when the time comes.

## Setting details

<b>Unique reference number</b>	EY481345
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1074614
<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 - 3
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<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>	19 September 2016
<b>Telephone number</b>	0151 709 5532

Bluebirds@ St Nicholas was registered in 2014. The nursery employs 7 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, for 51 weeks per year. Sessions are from 7.45am until 6pm. Children can attend for a variety of sessions.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

