

Bluebird Kindergarten

ELM HALL DRIVE LIVERPOOL, MERSEYSIDE L18 1LF



Inspection date	13 March 2019
Previous inspection date	4 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

- The manager has effectively addressed the issues raised at the last inspection. These positive changes have improved children's overall safety and well-being.
- The manager monitors children's development well. She identifies where children are at risk of falling behind and plans focused activities to help them to catch up. This supports all children to make good progress from their starting points.
- Staff provide a calm, caring environment. They know children and families well and are sensitive to their needs. Children develop a close bond with their key person and are comfortable to approach them for assistance and comfort. This helps children to settle quickly and feel secure.
- Staff are excellent role models. They have high expectations for children's behaviour and consistently reinforce rules. They are respectful to children and each other. As a result, children are well behaved and kind to each other.
- Staff value parents as partners from the outset. They spend time with them to discuss what children can already do when they first start. Parents state they are fully informed about children's progress. They appreciate the opportunities to be part of their children's learning, such as attending stay-and-play sessions at the nursery.
- Staff do not always successfully share information with other early years settings that children attend. This means that shared approaches to children's learning are not fully effective.
- Staff do not maximise opportunities to challenge the older and most-able children in order to fully extend their knowledge of mathematical concepts.

What the setting needs to do to improve further

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

- strengthen systems for continuously sharing information with other early years settings
- increase staff's understanding of how to challenge older and most-able children, to extend their mathematical skills even further.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and children's interests.
- The inspector had a tour of the setting. She looked at the range of resources available for children's use.
- The inspector spoke to parents and viewed a sample of written testimonies. She took their views into account.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe from harm. They clearly describe the procedures to follow if they have concerns. The manager is passionate about the nursery and evaluates her provision in detail. She gathers the views of staff, parents and other professionals. She uses this information to support her to make further improvements to her good practice. She has an effective system for monitoring staff performance. Staff have regular opportunities to access further training. They use the knowledge they acquire to enhance children's learning experiences. For example, they have developed strategies to help children to explore ways of keeping themselves safe.

Quality of teaching, learning and assessment is good

Experienced staff skilfully use children's play to promote learning in all areas of development. For example, they discuss colour and shape as younger children enjoy exploring jewels. They use children's interest in transport to encourage them to talk about different places they have visited. Staff make good use of opportunities to develop older children's phonic awareness. For instance, as children enjoy filling buckets with sand, staff sing a song to emphasise the 'b'. Children relish joining in with a game of 'I spy' and correctly match the phonic sounds to the object. Children practise their early writing skills as they make badges for their friends. Children strengthen their large muscles as they bounce on the trampoline. Staff provide opportunities for children to get fresh air, such as going on learning walks in the local community.

Personal development, behaviour and welfare are good

Staff help children to develop good social skills. For example, they sit together to share meals and listen politely to their friend's news. Staff encourage children to be independent. For example, they chop their own fruit. They persevere as they put straws into milk cartons and proudly tell staff, 'I did it all by myself'. Children take responsibility for keeping their room safe and tidy. They eagerly brush up sand and wipe tables. Staff teach children about adopting a healthy life style. For example, they remind children to wash their hands before mealtimes. As older children excitedly join in with action rhymes, they notice their hearts are beating faster. Staff use different strategies to help children to explore and express their emotions, such as visual prompts. Children have good opportunities to gain an awareness of other cultures. For example, they enjoy exploring Australia Day and singing songs in French. At circle time, they confidently greet their friends in their home language.

Outcomes for children are good

Children are developing the skills they need for their next stage of learning. Children are motivated, curious learners. They draw plans of the models they intend to make and focus as they use construction blocks to build them. They begin to solve problems as they experiment with different ways to melt ice. They show fascination as they observe the effect of spraying water on to it. As children enjoy participating in an exercise session, they eagerly suggest different ways of moving. They show delight when their ideas are implemented.

Setting details

Unique reference number	322378
Local authority	Liverpool
Inspection number	10081469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	60
Number of children on roll	47
Name of registered person	Joanne & Sheila Carmichael
Registered person unique reference number	RP524911
Date of previous inspection	4 October 2018
Telephone number	07958675395 or 01517288627

Bluebird Kindergarten & Nursery registered in 1997. It employs six member of staff. Of these, five hold an appropriate early years qualification at level 3 or above and one holds an early years degree. The nursery opens Monday to Friday from 8.30am until 4pm during term time only. The nursery provides funded early education places for two-, three- and four-year-old children.

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