

Inspection of Bluebells Nursery Ltd

Norman Pannell CP School, Brownbill Bank, Liverpool L27 7AE

Inspection date: 8 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happily and separate from their carers with ease. They build close bonds with their dedicated key person and other staff. This enables children to feel safe, happy and enjoy the time they spend at the nursery.

Children are highly motivated and thoroughly enjoy their play and learning. Their behaviour and attitudes to learning are excellent. Staff provide challenging activities that children eagerly take part in. For example, pre-school children successfully have a go at piecing together a train track. Through talking to each other and turn taking skills, children achieve what they set out to do. Children benefit from a range of opportunities to develop their physical skills. They have access to a large outdoor play area, which can be arranged to support the older and younger children. Children enjoy exploring the garden looking for different insects. They use binoculars to help them on their bug hunt. This helps to develop their understanding of the wider world and their awareness of living things.

Staff have high expectations of what they want children to achieve, including those with special educational needs and/or disabilities (SEND). Staff are very aware of the effects that the COVID-19 pandemic has had on children and are extremely sensitive to this. Children's communication and language have been a strong focus. Subsequently, children are confident communicators and show high levels of self-esteem.

What does the early years setting do well and what does it need to do better?

- Staff know what their key children can do and what they need to learn next. Support for children with SEND is excellent. Leaders ensure that additional funding that is accessed for children is used well to target children's specific needs. All children make good progress in relation to their individual starting points.
- The management team develops an ambitious curriculum for all children. Managers have clear intentions for children's learning that are well informed and sequenced. In the main, staff are clear about the wider learning intentions for children. However, these are not always successfully implemented during activities and interactions with children.
- Staff use effective questioning to support children's interests, in the moment, to provide them with new teaching opportunities. For example, during children's play with construction blocks staff challenge children to think about how they can move their rocket structure. Together, they consider if it is strong enough to be moved and wide enough for the children to fit in. Children develop excellent critical thinking skills.
- Children learn useful skills in readiness for starting school. They concentrate well

and follow instructions as they use a knife to butter their bread for sandwiches at lunchtime. However, due to the lack of organisation at lunchtime, staff are not deployed effectively to support children during this time. This results in children waiting for longer periods than is necessary and missing out on intended learning opportunities.

- Children learn about the importance of healthy lifestyles and good oral health. For example, they talk about the importance of brushing their teeth in the morning. Staff use the younger children's interest in dinosaurs to explore how to brush teeth. Children practise the skills required to enable them to brush their own teeth.
- Independence is promoted very well for all children. They find their coats and skilfully put them on. Older children fasten their zips themselves, while younger children need some guidance from staff. Children learn to manage their self-care routines independently. They wash their hands on arrival at the nursery and before and after mealtimes. This also enables children to develop a sense of good hygiene.
- Managers have high expectations of their highly qualified staff team. They provide access to a wide range of training courses to help staff support the children's learning and development. For example, staff have recently completed training to support children's speech and language development. Staff now use effective strategies to enable children to progress in the language development.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about safeguarding and child protection. They know how to identify and manage any signs that might suggest a child is at risk of harm. Staff attend regular safeguarding training to keep their knowledge up to date. This enables them to support children and families in their care. Staff undertake daily checks to ensure that children play in a safe environment. Before children go into the garden, staff carry out risk assessments and continue to assess ongoing risk while they are in the garden. The manager has effective procedures for the recruitment and induction of new staff. The manager ensures that staff understand essential safeguarding policies and know how to report a concern.

What does the setting need to do to improve?

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

- support all staff to fully understand the curriculum so that they consistently recognise the learning intentions of activities
- review the organisation of daily routines to ensure that the length of time children spend waiting does not have a negative impact on learning and development.

Setting details

Unique reference number	EY486409
Local authority	Liverpool
Inspection number	10219644
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Bluebells Nursery Ltd
Registered person unique reference number	RP534364
Telephone number	07762775803
Date of previous inspection	5 August 2016

Information about this early years setting

Bluebells Nursery Ltd registered in 2015. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one holds a qualification at level 3, two hold qualifications at level 5 and four hold qualifications at level 6. The nursery opens all year round from 8am until 5.30pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the management team to discuss the curriculum intent and how the provision is organised.
- The inspector spoke to staff and children at appropriate times throughout the day.
- A joint observation was carried out by the inspector and the manager.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- Parents shared their views on the nursery with the inspector.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection 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.

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