

Inspection of Bluebird Kindergarten

ELM HALL DRIVE LIVERPOOL, MERSEYSIDE L18 1LF

Inspection date: 30 January 2025

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

Staff warmly greet children as they arrive at this welcoming nursery. Children demonstrate a sense of belonging as they settle quickly into the nursery's familiar routines. All children have developed good relationships with staff and make strong attachments with their key person. Staff know the children in their care very well. Staff are very good role models and have high expectations for children. They use effective strategies to promote positive behaviour. They talk respectfully to children as they remind children of the rules of the nursery. Children listen attentively of what is being asked of them and copy staff. For example, when children struggle to fasten their aprons, their friends are quick to offer help. In addition, children know to tidy away toys and activities when they have finished playing with them. Consequently, children's behaviour is very good.

Staff have a good vision of what they want children to learn and know how to teach them the skills they need in preparation for when they leave nursery. The curriculum is planned with careful consideration for children's enjoyment and learning. Staff plan activities that are based on children's interests, and children confidently make choices in their play. For example, during free play, some children excitedly seek out their favourite puzzles while others explore the magnets. Children are highly engaged, and they demonstrate positive attitudes to their learning. All children are prepared for their next stage of learning, including school.

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

- Staff support children's early language development well. They model the correct language and introduce new words. For instance, during an adult-led activity, children hear words such as 'syllable' and 'interlocking'. This helps to increase children's vocabulary and understanding. In addition, children enjoy joining in with familiar nursery rhymes and songs. Older children are encouraged to clap the number of syllables that make up their name. Children develop skills to become confident communicators.
- Children with special educational needs and/or disabilities receive support from the nursery. Staff ensure that timely referrals are made to other agencies and they work closely with other professionals. In addition, children who speak English as an additional language are particularly well supported. Staff use a range of visual aids to support children's understanding. They ensure that children who may require extra support are always near to an adult, who ensures that their needs are met. Therefore, all children make good progress from their starting points.
- Staff develop strong relationships with parents. They talk to parents to gather information about children's current abilities. Staff regularly discuss children's targets with parents, and they work together on tasks, for example, using 'the

big book of ideas' to help support children's language development in the home. This partnership work helps children's learning to be continuous between nursery and home.

- Children develop their smaller muscles as they use a range of tools, such as paintbrushes to create dragons and spades to full buckets with sand. Consequently, children are developing skills in preparation for early writing. Furthermore, children enjoy bouncing on the 'trampet' as they develop their core strength. Children's physical development is supported well.
- Staff teach children how to complete new tasks. They encourage children to do as much as they can do for themselves, which supports their growing independent skills effectively. Children relish in being assigned tasks, such as clearing the tables and making sure banana skins are placed in the compost bin. In addition, they serve their own snacks with little support from staff. Independence skills will prepare children well for the next stage in their education, such as going to school.
- Overall, staff use children's play and the environment effectively to recall and extend their learning through spontaneous interactions. For instance, they link discussions about planets and the solar system to keeping safe. As children discuss the planet Jupiter having a beach, children recall how to keep themselves safe, such as wearing a hat and sun cream to stay safe in the sun. However, there are times when staff do not recognise when children would benefit from more support to build on their interest and extend their learning. Consequently, there is some inconsistency in the quality of support for children's learning during their chosen play.
- Leaders value the importance of providing support to staff, who report that they are happy and well supported in their roles. Leaders take time to observe staff's practice and to provide feedback. However, leaders do not always use this information to target training that specifically builds on what staff know and need to learn next to support children's learning even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to better recognise, and make more effective use of, spontaneous opportunities to extend and challenge children's learning
- reflect more closely on staff's professional development to help target training that fully contributes and supports children's learning.

Setting details

Unique reference number	322378
Local authority	Liverpool
Inspection number	10368238
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 at time of inspection	2 to 4
Total number of places	60
Number of children on roll	21
Name of registered person	Joanne & Sheila Carmichael
Registered person unique reference number	RP524911
Telephone number	07958675395 or 01517288627
Date of previous inspection	13 March 2019

Information about this early years setting

Bluebird Kindergarten registered in 1997, and is situated in Liverpool, Merseyside. It employs three members of childcare staff. Of whom, three hold an appropriate early years qualification at level 3 and one is working towards early years teacher status. 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.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Children spoke to, communicated with, the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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