

Building Blocks

Inspection report for early years provision

Unique Reference Number	EY273089
Inspection date	10 October 2007
Inspector	Alison Jane Kaplonek
Setting Address	184b Kingston Road, London, SW19 3NU
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Registered person	Building Blocks Childcare Ltd
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kids Club Plus opened in 2004. It operates from a single story building situated on the Kingston Road in the Merton park area of Merton. There are two rooms, one large open area and a smaller room used for quiet activities, such as music, homework and language tuition. There is also a fully enclosed outside area. The nursery serves families and children from the locality and beyond.

The kids club is registered to provide care for 26 children under the age of eight at any one time. There are currently 83 children on roll. This includes children attending the Out of School Club, the Premier Pre-School and the Nursery School. Of these, 21 children are in receipt of nursery education funding. The kids club is able to support children with learning difficulties and/or disabilities and children who have English as an additional language.

The nursery opens for five days a week, all year round, with sessions running at various times. Out Of School care runs from 07.30 to 09.30 and 15.00 to 18.30 during term time only. The Premier Pre-school runs from 09.00 to 12.00 and the Nursery school from 12.30 to 15.00 term

times only. There is an optional lunch club available between 11.45 to 12.30. The Holiday Club runs from 07.30 to 18.30 during school holiday times only.

There are seven full time staff and eight part-time staff working with the children. The manager has a degree in Early Years and two staff are qualified teachers. Six others have qualifications in child care to level 3 and one to level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play a positive role in keeping themselves healthy and learning about healthy living. Good adult support, which promotes good hygiene practice, helps them to independently wipe their own noses, take themselves to the toilet, and wash their hands. They talk about washing the germs away and foods which are good for them. Effective procedures, such as the wearing of gloves when changing nappies, protect the younger children from the spread of infection. Children are well nourished and enjoy a varied range of food each day which includes a hot midday or evening meal. They benefit from a selection of healthy snacks, such as fruit, vegetables and crackers, and have easy access to drinking water.

Children take part in a wide range of activities which promote their physical development. They enjoy their outdoor play time when they practise a variety of skills such as climbing, balancing, and pedalling, in the safe outdoor area. Older children in the holiday club sometimes go on trips to local amenities where they can use larger equipment and learn to take risks in a safe environment. Children move confidently and imaginatively, pretending to be snakes or lions as they act out a story. All children are gaining increasing control over a selection of objects and materials. Older children concentrate well as they use the tools and materials provided on the writing table.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from harm by the use of effective safety procedures which are built into the daily routine and shared with parents, enabling them to play and learn in a secure setting. Risks of accident or injury are minimised as staff carry out visual and written risk assessments on the premises and equipment each day. Good use of the available space enables children to move freely within the rooms, choosing activities and confidently accessing well maintained toys and play materials. Older children can access the toilet facilities independently and are encouraged to do this. Consideration has been given to any children who may have learning difficulties and/or disabilities or English as an additional language and sensitive adult support and adaptations to activities enables them to take part in safety. Fire evacuation is practised within the setting, although there are new children and staff who have not yet taken part in this process.

Children are well protected by staff who have a clear understanding of child protection procedures and who have completed the relevant training. They keep local contact numbers accessible and inform parents that they have a duty to report any concerns about the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. Younger children are learning to separate from their parents and are well supported by the staff. The majority are settled and able to form positive and caring relationships with each other and the staff. They are happy and involved in their learning and play and are keen to take part in the wide and stimulating range of activities. They confidently ask questions and request assistance. Children happily participate in planned activities but equally enjoy initiating their own learning. Plans are written to accommodate each age group within the setting at an appropriate level to their age and stage of development. Children using the after school or holiday club for example, are able to request other activities which are not in the planning, if they prefer. They are also provided with support in getting their homework completed before they go home.

Nursery Education.

The quality of teaching and learning is good. Children are highly motivated by the wide range of stimulating resources and activities provided. They confidently select from the equipment, which supports their learning across all areas and are supported by staff who extend their learning using positive teaching and questioning. A very good range of stimulating practical activities helps children to learn through play and there is a good balance of adult and child initiated activities. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. Plans cover all areas of learning and include extension activities for the older or more able children. Continual assessments are made which enable staff to identify the next steps in children's learning or any areas in which they may need particular help or encouragement.

Children are confident speakers and converse easily with adults and each other. They are able to use language to organise their play, such as talking about the shapes of the pieces needed while building a shop with the soft play materials. They enjoy using books and listening to stories, and have fun joining in with their favourite parts. All children use marks to represent their ideas and some children are beginning to write recognisable letters. Children count and many recognize numbers above 10. They explore shape, size and quantity during practical activities such as playing with the dough, measuring water, or playing games. They use mathematical language as they talk about the size of the leaves they want to use for their painting. Children are beginning to learn the concepts of more than and less than as they sing number songs, for example 'five currant buns' or '10 in the bed'.

Children regularly explore and investigate, for example when picking up nails with a magnet or growing plants. They design and build confidently using a wide range of materials and tools. They delight in their role play opportunities, for example making tea in the Indian palace, or washing the tricycles. Children talk about themselves and are learning about the customs of others. They explore colour and texture when leaf painting, or feeling the green rice with glitter, in the sensory area. Children are beginning to build a repertoire of songs, singing many from memory. Children can access the computers, but are not fully supported in using them to extend their learning.

Helping children make a positive contribution

The provision is outstanding.

Children are all fully included in the life of the setting, for example, all children are very keen to help to tidy up and some help to give out the drinks at snack time. They all successfully operate independently within the extremely child centred environment, selecting and using the resources or accessing the toilets and tissues as needed. Children have high levels of confidence and self-esteem. Some of the younger children are still settling in but are provided with excellent support and reassurance from dedicated staff, who work closely with their parents. Children are able to express their needs and feelings and learn about emotions, such as happy or sad, as they watch the puppet changing expressions.

Children are very well behaved. They co-operate with each other and learn to share and take turns. They benefit from staff who constantly praise and reward them for their achievements, however small. Staff value all children, set clear boundaries and ensure that their individual needs are extremely well met. Children talk confidently about their friends and families and learn about differences as they role play in the Indian palace, or talk about the different colour of their eyes or hair. Children with learning difficulties and/or disabilities, or English as an additional language are provided with excellent support to enable them to access the wide range of resources. Children's spiritual, moral, social and cultural development is fostered well.

The partnership with parents and carers is outstanding. Parents are kept extremely well informed about the setting and their children's progress and activities, through regular reports, notice boards, newsletters and daily discussion with staff. Parents appreciate the feedback they receive each day from the member of staff who talks to them about their child's day as they leave. They find all staff very approachable and feel able to discuss any issues which may arise. They are welcomed into the setting at any time and form good relationships with staff and management.

Organisation

The organisation is good.

Children are happy and settled in the well organised environment. They are cared for in bright and welcoming premises where staff are appropriately checked and well qualified. However, there is no system in place to record staff Criminal Records Bureau (CRB) checks. Staff work directly with the children, providing good support where required. They are particularly good at providing the appropriate support and encouragement to enable the new children to settle and become familiar with the routines. They efficiently organise timetables for all children and have clear rotas for collecting the after school club children from a number of local schools. They work effectively as a team, are well deployed, have clear roles and responsibilities, and ensure that children's individual needs are well met. Children benefit from organised and enthusiastic staff. A comprehensive range of policies and procedures and good essential records are shared with the parents, ensuring that children's welfare and care are of a good standard.

Leadership and management is good. All staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out during regular team meetings. Management and staff are well qualified and staff turnover is low. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting were asked to ensure that all visitors sign and record their arrival and departure times in the visitor's book. These records are now completed as visitors arrive and depart.

The setting were also asked to increase play materials to include positive images of disability. Management have purchased a range of resources, such as small world toys and books, to promote positive images of disability.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all adults and children take part in regular fire evacuation practise.
- ensure a system is in place to record staff CRB checks.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the emphasis on the use of Information and Communication Technology to support children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk