

# Building Blocks Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	260013
<b>Inspection date</b>	21/07/2009
<b>Inspector</b>	Anne Barnsley
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Building Blocks Kindergarten opened in October 2000. It operates from purpose built premises in the centre of the town of Bourne. The provision serves the local area. The setting is accessed at ground level with wheelchair access and a large car park available for parents, visitors and staff. The provision offers full day care to children aged from birth to eleven years. It is registered to care for up to 107 children including the out of school provision, of whom 83 children in the early years age group may attend the nursery. Some children in the early years age group also attend the out of school club which is registered for a maximum of 24 children. There are currently 162 children on roll. Children attend for a variety of sessions. Some children have special needs and some children speak English as a second language. The provision opens five days a week throughout the year with the exception of bank holidays from 7.30 to 18.00. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 23 childcare staff including the manager. There are two cooks, a cleaner and the proprietor who also works at the setting for three days each week. Three additional bank staff are employed to provide relief cover in the event of staff absence. All childcare staff have appropriate childcare qualifications with the exception of two. The nursery is registered to receive funding.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery has established highly effective partnerships with parents, which significantly contributes to children's sense of belonging and the good progress they are making in their learning. Staff know the children well and provide a stimulating and fully inclusive environment that meets individual needs. Resources are mostly used well and observations and planning reflect children's individual interests. Records are comprehensively maintained and positive use is made of self-evaluation to make continuous improvements to the setting.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make better use of the outdoor garden area to improve children's understanding of the natural world.

## The leadership and management of the early years provision

Safeguarding children is prioritised very well. Key staff have completed appropriate training and further courses are booked through the training and development plan. Policies and procedures have recently been updated and have been read by all staff, in the nursery to ensure that everyone has a clear understanding of their

duty of care towards children and the correct procedure to follow, should any concerns be raised about a child's welfare. Security measures throughout the nursery are efficient and effectively protect children and keep them safe. Security cameras are situated in every area of the nursery used by children. Doors are locked and visitors are greeted by office-based staff and required to sign the visitors book. An electronic button is used by visitors to leave the premises and the door automatically locks behind them. Notices are posted around the building reminding visitors and parents to not let people in when they are leaving. All staff use a finger print identification pad to leave the building and this system is in the process of being extended to parents. Further to this, staff sign in every day and also use a magnetic name board to show when they are in the building and when they are off duty. This board is also used in the event of an emergency evacuation to ensure that all staff are accounted for. Likewise, registers in each room are used to ensure that all children are accounted for. All staff have been appropriately checked for their suitability to work with children and comprehensive records are maintained to ensure that checks are updated as required.

Tasks are appropriately delegated to staff and ensure the smooth and efficient running of the nursery. Staff work well as a team and organise their duties and the learning environment well to meet the needs of the children. Staff retention is steady providing stability and continuity of care for children. Staff have appropriate qualifications, skills and knowledge for their roles and all participate in ongoing training. Staff developmental needs are evaluated through annual appraisals and a monitoring system that evaluates their working practice. The management also operates an open-door policy for staff so that they can discuss any aspect of their work at the time it arises to enable matters to be addressed swiftly and be resolved. All records that are required for the safe and efficient management of the setting are in place and comprehensively maintained. The setting has highly effective computer systems in place and is currently working towards a paperless office as part of their personalised improvement plan. The recommendations from the last inspection have been addressed well and further developments have taken place to make continuous improvements to the quality of the service. An example of this is increasing natural resources in the baby room and purchasing specialised 'pod' beds that have proved to be a great success.

The nursery establishes excellent partnerships with parents. Parents have a wealth of information about the care and education their child receives and how each area of play develops their child's skills. All information is presented to parents with the utmost attention to detail and great focus is also placed on the quality of presentation. A large, flat screen television is wall-mounted in the entrance foyer and shows parents wonderful examples of children having fun in their play. Further examples of the learning curriculum and activity plans are posted around the corridors and in rooms for parents to explore further. Outside each room parents have access to home-link observation sheets that they can complete if they wish to contribute to their child's learning journey. Organised parent evenings enable parents to talk to their child's key person and socialise with other parents. Regular news letters are sent home and also via email. Staff make good use of email and SMS text services so that they ensure all parents receive important information instantly. Parents can contribute their views by an electronic questionnaire or by written questionnaires. Staff actively seek parents' feedback and consider their

views an extremely important and necessary element of their quality assurance system.

## **The quality and standards of the early years provision**

Children are provided with an exciting and stimulating environment which helps them to learn through fun and enjoyment. Learning zones provide children with different aspects of learning and enable children to make their own choices about where they wish to play. Children arrive excited and eagerly get involved in play. This may be alone in their imaginary world, with friends or staff. They are excited about playing outdoors and this is particularly noticeable with the boys who gravitate to the outdoor area despite the light rain fall. They spend time playing on bikes and climbing apparatus and using their energy well. Other children thoroughly enjoy using the large soft play room as an alternative to outdoor play in the rain. They are very active and run up large cushions, jumping off and rolling on other cushions. They play in the ball pool and make up races between them, showing pleasure when they succeed. This is a well resourced nursery with a wide range of toys, resources and equipment available for the children to use. They are particularly fortunate to have access to four outdoor areas, although maximum use is currently not made of the garden area to promote children's interest in nature.

Children make good progress towards the early learning goals. Babies are extremely well cared for by staff who follow their personal needs to ensure they are secure in a stable and familiar routine. Staff communicate well with children and motivate them in their learning by asking interesting questions and by recognising children's efforts as achievements. Children show a keen disposition towards learning and the attentive staff support their enthusiasm well. Children are regularly observed by staff who make careful notes of specific things each child likes to do and new skills each child develops. This information is used well to plan around each child's individual needs and preferences so that they fully benefit from activities and continue to enjoy learning as they progress through the steps towards their learning goals. Discussions with parents when children first start to attend and 'all about me' records provide an excellent starting point for children's learning. Parents are encouraged in a variety of ways to keep contributing to their children's progress such as attending parent evenings, completing home-link-observation notes and looking at and commenting on their developmental records. Links with seven other schools that children attend are fully in place and regular meetings are organised with the reception teachers of these schools so that children receive continuity in their learning. The key person system and continuity of staff in the nursery ensures that each child always has a person on duty which helps children to feel safe and secure. This significantly contributes to their developing confidence and independence.

Children display high levels of confidence and self-esteem when they make independent choices about play, communicate with adults, ask questions, and learn to resolve conflicts positively. Staff are patient and caring and children know that they are listened to seriously and that staff care for them. They show pride in their work and often offer it as a gift to adults, even when this is wet and sticky or covered in paint. Children's enthusiasm is genuine and they have a natural desire

to please. Children learn to share and to be kind to each other, to say sorry when they have a dispute and to help tidy away and become responsible. They are polite and courteous and generally respond well to staff when asked to do something. Children learn to respect everyone through sensitive guidance and activities that promote positive learning experiences. All children are fully included in the setting and staff work closely with the parents of children who speak English as a second language and when children attend who have learning difficulties or disabilities. Vigilant supervision by staff and consistent prompting about how to behave appropriately in a variety of situations impacts very well on children's ability to keep themselves safe. Children's health needs are promoted very well because they have lots of fresh air and exercise, healthy snacks and plenty to drink. Children are provided with exceptionally good home cooked meals that are prepared freshly each day on the premises. The meals are nutritious and well-balanced and every child has a good amount of food so that they do not become hungry. Qualified cooks account very well for children who have special dietary requirements and close liaison is maintained with parents about their needs to ensure they continue to be met. Overall, children are becoming increasingly independent and are effectively supported to develop the habits and behaviour appropriate to good learners, their own needs and those of others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met