



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY246811

DfES Number: 533526

### INSPECTION DETAILS

Inspection Date 09/12/2004  
Inspector Name Susan Rogers

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Building Blocks Nursery  
Setting Address 28 Rough Road  
Kingstanding  
Birmingham  
B44 0UY

### REGISTERED PROVIDER DETAILS

Name Building Blocks Nursery Ltd. 04261673 04261673

### ORGANISATION DETAILS

Name Building Blocks Nursery Ltd. 04261673  
Address 28 Rough Road  
Kingstanding  
Birmingham  
B44 0UY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Building Blocks Day Nursery opened in 2002. It operates from converted domestic premises and is situated near Kingstanding Circle in the Kingstanding area of Birmingham. The nursery serves children and their families from the local and surrounding areas.

There are currently 69 children from six months to four years on roll. This includes 13 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:30 until 18:00.

Twelve full time and four part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Building Blocks Day Nursery offers good quality care for children. All staff are cleared prior to having unsupervised contact with the children. Organisation is effective and rooms are used flexibly. The premises are welcoming clean and well maintained; both the ventilation and temperature are well managed. The equipment is well chosen, extensive and well maintained. Staff are skilled in using equipment to provide interesting and varied opportunities for the children. Documentation is excellent, children's details are stored securely and regularly updated.

Staff are skilled in their supervision of children. Staff have completed health and safety training and complete regular risk assessments. Hygiene routines are thorough and help to prevent the spread of infections. Children wash hands before

meals and after toileting. All staff have a paediatric first aid certificate. Children's different dietary needs are adhered to and children have access to regular drinks throughout the day.

Staff are sensitive to children's emotional needs, staff cuddle children, reassure them and make sure that they have activities that are interesting and stimulating. Staff have in depth knowledge of how they can meet the needs of all of the children through play, and being sensitive to their varying needs. Staff have attended special needs training and consult with parents if they have concerns over a child. Staff have completed training that allows them to care for children with specific medical needs. Children behave well, staff praise children regularly and explain to children what is acceptable behaviour when there are disagreements. Staff are effective at managing any challenges with tact and diplomacy. Staff are aware of what would concern them over any aspect of a child's care.

Children and parents are offered a settling in period that is sensitive to their needs and staff ensure they have sufficient information to care for the child prior to the placement commencing.

#### **What has improved since the last inspection?**

Not applicable as this is the first inspection.

#### **What is being done well?**

- Staff ratios are generous. Staff are supported in their professional training and have an induction that acquaints them with all policies and procedures. Organisation is effective, rooms are used flexibly allowing children to have their own base room but experience both the outdoor area and other indoor rooms.
- Staff are skilled in their supervision of children and are able to prevent accidents and advise children when they are behaving unsafely. Managers have completed risk assessment training and both staff and managers complete thorough regular risk assessments and implement any repairs or maintenance necessary.
- Hygiene routines are thorough and regular, in preventing the spread of infections. Children wash hands before meals and after toileting, and staff wear plastic aprons and gloves for meal times and changing nappies. All staff have a paediatric first aid certificate.
- Staff offer routines that are familiar to the child and ensure that they have sufficient information regarding the care of the child prior to their placement commencing. Staff have in depth knowledge of how they can meet the needs of all of the children through play and by being sensitive to their varying needs. Staff are sensitive to children's emotional needs, staff cuddle children reassure them and make sure that they have activities that are interesting and stimulating.

**An aspect of outstanding practice:**

The parents' committee is able to offer representation for other parents and ensure their views are heard regarding aspects of nursery policies. Parents are encouraged to spend time in the setting to assist in their role as a parent representative. Parents are well informed of their child's progress through daily diaries and chats with staff. Children and parents are offered settling in period that is sensitive to their needs and parent's views are actively sought through parent consultation sessions and parent representative meetings.

**What needs to be improved?**

- The attendance register to show times of arrival and departure of children.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review the registration recording so that it includes the times of arrival and departure of the children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Building Blocks Day Nursery offers day care where children are making very good progress towards the early learning goals. Children are making very good progress in all areas of learning.

Teaching is very good. Sessions are well organised and allow for the children's concentration span. Staff include children in certain decision-making processes and explain to other children why these decisions have been made. Children are encouraged to appreciate their own achievements by their own self-appraisal. Staff inspire creative play by asking well-chosen questions that encourage children to explore and further extend their play. Staff are eager to be involved in children's play and support and direct their creative abilities, helping children to grow in confidence. Assessments track the early learning goals and stepping-stones, planning is detailed and influences the assessments.

Leadership and management are very good. The management structure allows for a manager, deputy and third in charge and there is good support from other nurseries in the group. Training is arranged so that the whole staff group can access, staff are well informed of current practice through regular meetings. Staff are consulted in respect of action plans and planning, their expertise and opinions being valued. Action plans to improve aspects of nursery provision and policies are ongoing and staff skills and knowledge are well used.

Partnership with parents is very good. There are information sessions and regular parents' evenings offered to advise them of the foundation stage. Parents' progress sheets are completed at children's reviews, which seek the views, support and agreement of parents when planning future work for their child. Parent participation is actively encouraged through representatives who meet regularly with setting. Parents are well informed of their child's daily progress through informal chats, daily diaries and sharing of their child's assessments.

### What is being done well?

- The involvement of parents through the organisational aspect of the nursery, through the parents' committee and as partners in their child's education is excellent. Parents are regularly consulted regarding their child's education; their knowledge of their child is valued and considered when staff plan the curriculum.
- The programme for communication language and literacy is very good. Children are encouraged to take an active interest in books and stories and consequently appreciate how books are used. Children use good language skills in their play and when negotiating with other children and adults.

- Children have wide opportunities available to them during their physical play. The outdoor area is well used and children are able to enjoy challenging outdoor equipment that allows them to develop their ability to climb, slide and crawl through small spaces.

**What needs to be improved?**

- information displayed for parents regarding the stepping stones and early learning goals.

**What has improved since the last inspection?**

Not applicable as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit well together at circle time, offer contributions to discussions and respond well to organisation. They are curious and frequently ask questions. They work alongside each other appreciating their play is enhanced with the involvement of other children. Children are independent, they help themselves to drinks, put on their own coats and some four-year-old children are able to adjust their fastenings. They demonstrate care for other's that they consider being less able.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident in using language to communicate with adults and children. They offer explanations during role-play, become involved in conversations and share humour with each other. Children make marks during role-play and some four-year-old children recognise alike rhyming sounds. They recognise their names, and form letters free hand that form part of their name. They listen avidly to stories, understand how books work and that there is a purpose to text.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count objects during their daily routines, they recognise numerals and are familiar with the correct sequence of numerals. Some four-year-old children are able to tell the time with their knowledge of how numerals can be used. They understand how to use mathematical language in relation to more and less, can recognise shapes and are able to sort items and repeat sequencing when making patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate how things work and are able to construct using train tracks and three-dimensional construction equipment. They understand the daily routines that are determined by different times. They are confident in the use of technology to support their learning appreciate that adults have varied roles and working patterns in society and others have lives that reflect their environment. Children are beginning to understand the different aspects of beliefs and religions.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are mindful of each other's need for space and make allowances for other children to sit and play. They are aware of the dangers of physical play and are well co-ordinated when climbing, sliding and crawling. They understand that certain food contributes towards good health and recognise the changes that occur in their bodies when they become hot or cold. They are skilled in using a variety of large and small equipment that includes jigsaws, hairdressing and construction equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have the opportunity to explore mediums such as glitter, paint and tissue paper to create varied images. They sing songs from memory alone, and as part of group matching their movements to enhance their understanding of the song and follow the beat of the music. They demonstrate good imaginative skills during their role-play and predict the end of stories giving their version of how the story could end. Children are confident in dancing spontaneously and can accompany this with song.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues as areas for improvement but consideration should be given to increase the information displayed for parents so that they have more information regarding the stepping-stones and early learning goals.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*