



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402923

DfES Number: 533020

INSPECTION DETAILS

Inspection Date 25/10/2004
Inspector Name Patricia Ann Edward

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Building Blocks Nursery
Setting Address 15a Dundonald Road
London
SW19 3QH

REGISTERED PROVIDER DETAILS

Name Building Blocks Child Care Ltd 04005432

ORGANISATION DETAILS

Name Building Blocks Child Care Ltd
Address 52 Graham Road
London
SW19 3SR

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 2001. It operates from 4 rooms in a 2 storey purpose-built premises, located in the Wimbledon area.

There are currently 114 children aged from 6 weeks to 5 years on roll. This includes 23 funded 3 year olds and 1 funded 4 year old. Children attend 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. Operational hours are from 07.30 until 18.30.

There are 26 full-time/part-time staff who work with the children. Over half the staff have early years qualifications ranging from QTS, DCE, Montessori, NVQ level 2/3. There are 7 staff currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership

There are opportunities for all children to take part in swimming classes, dancing, tumble gym, baby massage and for older children to take part in yoga, and language classes. (French and Spanish)

Happy holiday club also runs from the premises for children aged 5 to 8 years. The operational hours are 7:30 - 9:30 and 14:30- 18:30 Monday to Friday. The provision is also available during school holidays.

How good is the Day Care?

Building Blocks Nursery provides good care for children.

There are well written policies in place that constitute an effective operational plan. The majority of staff hold relevant childcare qualifications. The staff have a sound understanding of the group's policies and procedures, most of which are shared fully

with parents.

The staff have an excellent understanding of safety issues for children both within the building and outside. The setting provides a warm and welcoming environment and staff are proactive in promoting good hygiene practices with the children. Children engage in a good range of activities that are developmentally appropriate and provide sufficient challenge in all areas of their development. There are frequent opportunities for children to play outdoors and engage in a multitude of activities.

The nursery aims to treat all children with equal concern. The staff team work closely with parents to share information about children's individual needs and take into account dietary needs and routines. Children with special needs are welcomed into the nursery and staff are very effective at working with parents and outside professionals to provide an inclusive environment.

There is a good range of appropriate resources and activities on offer, relating to the ages and stages of development of children. The staff create a relaxed atmosphere and take a positive interest in the children. There is an effective key worker system, which enables staff to establish good relationships with children. The children's behaviour is well managed by the staff and children are confident in their surroundings. Children have access to a variety of anti-discriminatory and anti-racist toys and opportunities. A variety of cultures and religions are celebrated to develop children's knowledge and understanding of the world.

Parents are made welcome and are kept well informed of their child's progress on a daily basis.

What has improved since the last inspection?

There were no actions raised at the previous inspection.

What is being done well?

- Stimulating and challenging activities are well planned to meet the children's developmental needs.
- Play resources represent positive images of anti-bias and anti-racist attitudes and are fully integrated into the planning.
- Staff have developed good relationships with children and parents, creating a warm, relaxed and friendly environment.
- Staff encourage children to behave well, by using positive methods and praise.
- Children with special needs are welcomed into the nursery, and staff work well to meet their individual needs and share information with parents regarding their progress.
- Parents are welcomed by staff and are encouraged to participate within the nursery. They have access to the majority of policies and procedures.

What needs to be improved?

- the child protection procedure to include procedures to follow if allegation is made against a member of staff, and medication procedure.

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
7	Ensure parents countersign medication records.

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

How effective is the nursery education?

Building Blocks Nursery provide a high quality of learning environment, whereby children are making very good progress towards the early learning goals.

The quality of teaching is very good. The children are interested and motivation to learn is developed by staff's excellent knowledge and understanding of how children learn through exciting and stimulating play activities. Staff are skilled at questioning children to encourage their learning. Staff involve the children in routine tasks such as tidying up and encourage children to use their developing self-help skills. The staff know the children and their abilities very well. This enables them to support and extend the children appropriately most of the time. There are very good support systems for children with special needs. (See Std 10)

Key workers record children progress and achievements, however this is not always consistent to ensure effective evaluation of children's next step of learning.

The leadership and management are very good. The staff know their roles and responsibilities well, which enables them to work effectively. There are clear systems in place for supporting staff and promoting their professional development. There are systems to monitor and evaluate teaching and learning. There is a strong commitment to the continuous development of the provision.

The partnership with parents is very good and contributes well to children's progress. Parents are well informed about the nursery curriculum. The staff encourage parents to be involved in the children's learning, and value their contribution.

What is being done well?

- The nursery provides a rich learning environment for children. Through planned activities, an organised play environment, effective support and skillful questioning from staff, the children make good progress in all six areas of learning.
- Children's spiritual, moral, social and cultural development is very well fostered. The staff provide very good role models, showing respect for the children and frequently giving them encouragement and praise which promotes their self esteem. The children engage in many activities which celebrate their own and other cultures.
- The nursery provides the children with good opportunities to develop their physical skills. The weekly physical activity programme provides children with opportunities to develop motor skills, co-ordination, balance and control.
- The strong partnership with parents makes a good contribution to children's progress. There are effective systems in place for keeping parents informed about the curriculum. Parents have many opportunities to engage in activities

which support their children learning, such as completing activities at home which link to the current theme.

- Leadership and management are very strong. The nursery has a clear systems in place to support staff and monitor teaching and learning. There is a strong commitment through these processes to continuous development of the education provision.

What needs to be improved?

- the consolidation of systems for assessing children's progress.

What has improved since the last inspection?

First inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive disposition to learning. They settle quickly when they arrive and play purposely throughout the day. They understand the rules for listening and tidying up, and follow them successfully. Children make many choices about what they do and develop a high level of independence during play and with self-help skills. They are proud of their efforts and achievements and develop positive self esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have frequent and very good opportunities such as circle and group time to develop skills in speaking and listening. They are confident speakers, and use language well to explain, recall events and connect ideas. They enjoy looking at books and listening to stories. They learn the alphabet and know that print carries meaning, creating for example, a shopping list. The children have the opportunity to learn additional languages.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from very good quality opportunities to count and recognise numbers. They take every opportunity to count to ten and beyond during play. They recognise numbers in their environment and can name some numbers. They develop early mathematical skills, counting randomly 1-16 aware of what number comes next. They have a good understanding of shape, space and measure and use mathematical language routinely during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to understand the world around them through planned activities, living things and exploring the surrounding area. They are developing confidence when using programmable toys. There are opportunities for children's progress in design and making skills. Children are confident when sharing experiences relating to the past

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop very good motor skills and co-ordination during the stimulating weekly physical education programme, outdoor play, music and movement and swimming sessions. They discuss the effects of exercise on their bodies and are aware of their own needs. They develop their fine motor skills and hand and eye co-ordination well, when using the computer mouse, and cutting activities using scissors that is available daily.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children create pictures and objects in two and three dimensions using a good range of interesting materials. They use their senses often, to taste and smell different foods and feel texture of dry and wet pasta, for example. They use their imagination well in a variety of role play situations, such as the greengrocers and in outdoor play. They participate in regular singing sessions with great enthusiasm, and are provided with opportunities to create their own music.

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:

- Points for consideration for improvement in nursery education.
- the consolidation of systems for assessing children's progress and to clearly identify the children's next step in learning through accurate evaluation systems

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.