

Building Blocks Kids Club Plus

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Building Blocks Kids Club Plus is one of four settings run by Building Blocks Child Care Ltd. It opened in 2004 and operates from one large room and a small room in a single storey building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Merton Park. Out Of School care operates from 7.30am to 9.30am and from 3.00pm to 6.30pm during term time only. The Premier Pre-school runs from 9am to 12 midday and the Nursery school from 12.30pm to 3pm during term times only. There is an optional lunch club available between 11.45am and 12.30pm. The Holiday Club runs from 7.30am to 6.30pm during school holiday times. A maximum of 26 children may attend the setting at any one time. There are currently 31 children aged from birth to under five years on roll, some in part-time places. This provision is registered by Ofsted on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. There are 11 members of staff, eight of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as a result of the methods used for observation, assessment and planning to support individual children's progress. Inclusive practice is actively promoted; children's individual needs are well met as staff take the time to find out about them and provide activities suitable for each one. Staff deployment is well managed and has a positive impact on how well children are supported, although sometimes staff complete tasks for children that they could do independently for themselves. The nursery demonstrates a positive attitude to sustainable improvement to ensure priorities for development are accurately targeted. Partnerships with parents and others involved in the children's lives are fostered well to provide continuity of care and individual support.

What steps need to be taken to improve provision further?

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

- enhance opportunities for children to develop their independence during routine activities.

The effectiveness of leadership and management of the early years provision

Regular and thorough risk assessments are conducted of all areas children use, as well as places they visit on outings. This is to ensure any potential hazards have been identified and risks reduced so that children can safely explore and enjoy the activities provided. Staff training and understanding of the provision's safeguarding policy means staff know the procedure to follow if they have concerns that any child may be at risk of harm. Most of the staff team are suitably qualified and ongoing training opportunities ensure they keep up to date with current practice. All staff are regularly vetted through Criminal Records Bureau checks and a record is kept of visitors on the premises. Effective systems are in place to keep children safe in the setting as all visitors are accompanied while in the nursery and a secure door entry system ensures only invited visitors can enter. Staff are adept at knowing where to be for support and when and how, to encourage children at all times. They constantly move around with the children, between activities and from inside to outside, so they are safe and engaged in the activities.

A comprehensive self evaluation system is in place which enables the nursery team to reflect on their practice, highlighting both their strengths and minor weaknesses. They have a positive attitude towards constantly reviewing their provision to make changes which enhance the care for the children. They have addressed recommendations from previous inspections to bring about improvements. The opinions of the parents are taken into consideration as part of the process of self-evaluation. Their views are actively sought and their involvement as key people in the life of the nursery is encouraged. Policies are shared with parents so they know how the setting operates and what their role can be within it.

The equipment children use is all of good quality and includes a selection of natural resources for children to explore. Children benefit from being cared for in an enabling environment, which is safe, secure, welcoming and child-friendly. Staff work well together as a supportive and friendly team. They get to know the children and their families well so they can plan and provide stimulating activities and experiences for them. Equality and diversity is actively promoted; each child is valued as an individual and staff help children to learn about the wider community and to value the diversity of others. Partnerships with parents are prioritised from the moment the children start and many events are organised to encourage parents' involvement in the nursery and the sharing of information. The nursery staff work closely with other professionals who support the children in their care. They meet with regularly to share information about each child and ensure they are well supported in their individual learning journeys.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in this child-centred environment where they are each valued and respected as a unique individual. The good balance of adult-led and child-initiated activities are based on children's interests which ensures they are motivated to learn. Observations named 'catch as you can' moments are recorded of children's achievements which contribute to the future planning. This ensures they continue to be challenged and make good progress in their individual development. Teacher-led activities are carefully planned based on children's interests and parents' feedback to focus on specific aspects of development. For example, children learn to dry their feet thoroughly after paddling. They learn to competently manage to dry between their toes and underneath their feet as well as putting their shoes back on. The flexibility of the planning allows for children to freely make choices about what they want to do and most resources are easily accessible to them. Although each child has key staff members with whom they build strong relationships, all staff know all the children well. Children are very well supported by the staff who encourage their involvement in the activities. This helps extend their play as well as building their confidence to speak out and engage with other children in the group.

Opportunities for mark making are everywhere so children practise their pre-writing skills frequently. They write in books in the shop and paint with water on the wall outside. Children enjoy music and stories from the staff as well as visitors. They eagerly begin the actions to the songs before the music has started, singing along with the familiar words. They move rhythmically to music, waving streamers as they develop good coordination skills and learn to enjoy physical activity. Children behave safely as they learn to respect each other and the equipment they are using. For example, they carry scissors with care and move chairs appropriately so as to protect themselves and others. Modern technology is familiar to children through the use of computers as well as tools such as food mixers. Children enjoy making waffles by combining the ingredients that they name competently. Children show confidence using numbers, they routinely count as part of their daily activities such as counting how many eggs they need for the waffles. Children learn about the world around them as they explore a variety of natural resources, enjoy planned topic activities images from around the world as well as listening to parents talking about where they come from.

Healthy meals are freshly prepared on the premises and children sit together with the staff to eat sociably. However, opportunities for children to manage independently are overlooked at these times. They are not involved in the preparation of the tables and food, pouring their own drinks or washing their hands, because staff do this for them. The ability to play indoors or outdoors, as they prefer, enables children to enjoy fresh air. Along with the physical activities children are learning to enjoy the benefits of leading a healthy lifestyle. Children behave well and show respect for themselves, their friends and the adults. They share and take turns demonstrating maturity of understanding for such young children. Personal hygiene skills are promoted as children are reminded to wash

their hands after using the toilet and messy play.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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