

Building Blocks Nursery

Inspection report for early years provision

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| Unique reference number | 402923 |
| Inspection date | 13/07/2012 |
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| Type of setting | Childcare - Non-Domestic |

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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 Day Nursery is one of three nurseries run by Building Blocks Child Care Ltd. It opened in 2001 in purpose-built premises located close to Dundonald Park, in the Wimbledon area of southwest London. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 78 children under eight years old. There are currently 123 children aged from three months to under five years of age on roll. The nursery is open every weekday from 7.30am to 6.30pm throughout the year, closing only for bank holidays and for one week between Christmas and New Year. Children attend either on a full or part time basis. All children share access to a secure enclosed outdoor play area. There are four visiting specialist teachers who lead sporting activities and lessons in French, Spanish, ballet, drama and music. Children visit local swimming pools each week where they learn to swim with qualified swimming teachers. The nursery receives funding to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities. The nursery employs 30 full and part-time staff; of these, 28 hold relevant qualifications in teaching and early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this highly stimulating and welcoming environment. Highly effective safeguarding procedures are in place to protect children. Children's individual needs are at the heart of everything that staff undertake and children's learning and development in most aspects is exemplary as a result. The manager works exceptionally well with staff to make improvements, reflecting very carefully on how parents and children use the nursery. This sensitive response means the team has an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing children's knowledge of caring for their environment.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures are in place to protect children. The nursery follows very efficient safeguarding measures for staff recruitment and vetting procedures. Staff have a robust understanding of their role and responsibilities in child protection. The manager and staff make robust risk

assessments for all areas of the nursery and outings; these are comprehensive, covering all potential hazards. Policies and procedures are detailed, thorough and available to parents so all concerned know that the welfare of children is paramount. Accident and medication records are well organised to underpin children's well-being and maintain confidentiality.

The manager and staff show exceptional commitment to continuous professional development in all areas as they attend a wide range of courses relevant to the Early Years Foundation Stage. The manager uses extensive monitoring and self-evaluation processes to identify areas for development and all staff are passionate about improving outcomes for children. All staff contribute to self-evaluation processes that identify challenging targets to maintain very high standards. The nursery has made excellent progress since the last inspection.

Resources are of an extremely high quality and staff use them to their best advantage. Staff create an exceptional learning environment where children can be active, independent learners. They arrange resources to provide children with enticing and adaptable activities that they can use to develop lengthy imaginative play. Staff manage the available space very well to promote children's personal safety and well-being at all times. Children have enormous fun as they play and learn. The successful promotion of inclusive practice is evident at all levels within the nursery. Resources reflect the wider world and staff use children's links around the world very effectively to help them learn about diversity in authentic ways. For example, staff very actively encourage parents to share their knowledge by providing food at their festivals, and dressing up and dancing for cultural occasions.

Partnership with parents is excellent and there is clear communication on a day-to-day basis, as well as frequent discussions about children's progress. Parents show significant involvement in the nursery, contributing to decision making and fundraising. They greatly value the influence they have on the nursery's work. Highly effective settling-in procedures are in place to meet the individual needs of children and their families, alongside a successful key person system. As a result, staff fully promote children's welfare and sense of belonging. Staff listen closely to what parents and children suggest and respond enthusiastically to their views. Regular surveys of parents, through informal discussion and formal questionnaires, underpin the nursery's success. Parents provide extremely positive feedback.

The nursery has developed highly effective partnerships with other agencies and services involved in the well-being and learning for all children. They expertly manage the transition to school to support children at this crucial time. They build on their strong links with other professionals to provide coherent support for children, which greatly contributes to children's well-being.

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

Children flourish in this highly stimulating and welcoming environment. The staff motivate children's learning exceptionally well, creating enticing activities designed to spark their curiosity. They are very skilled in posing questions to extend children's thinking and vocabulary. For example, if a story provokes a lot of interest, staff create activities around it, using an excellent balance of child-led and adult-led activities. Highly effective planning encompasses children's individual interests and levels of ability. Staff expertly extend the communication skills of older children through extra curricular activities to help them learn different languages. Subsequently children flourish in a rich learning environment with challenges that meet their individual needs.

Children can move freely around the nursery and can easily access further equipment as they get new ideas for their play. They play cooperatively, developing lengthy narratives in their imaginative play. Staff engage them in high-quality discussions to extend their learning and enjoyment. For example, they remind them of their recent nursery trip to see the dinosaurs at the Natural History Museum. Children gain some knowledge about recycling in their environment although this is not fully developed.

All children, including babies, are developing excellent skills for the future. For instance, babies enjoy exploring an enriching environment using their senses as they access a very wide range of natural play materials. They happily develop pre-writing skills as they access paints and paper at their level. Children explore technology with high levels of confidence, operating the interactive white board and using the mouse to work through programmes on the computer.

Children make excellent progress in developing their physical skills. Staff provide allocated times to access the garden and to visit the local park throughout the day. Children competently challenge their skills on soft play equipment and ride a variety of wheeled resources. They become increasingly confident by engaging in extra curricular activities, such as baby ballet, swimming and drama. Staff make excellent use of meal times to encourage children's understanding of good health. Meal times are social occasions where children confidently chat to their key person and friends about their morning activities. Children can have a snack at any time, as there is a specialist area with a dedicated member of staff present. All snacks are healthy and children can be independent in preparing their food, skilfully and safely handling knives and other equipment. They tidy their plates away and take responsibility for their personal hygiene to minimise cross-infection.

All children demonstrate a strong sense of security and safety. Staff are highly effective in encouraging them to think about their personal safety as they practise fire evacuation procedures. Staff provide very positive examples of how to keep safe and how to care for younger children. They introduce even very young children to visitors so they learn to feel safe in their environment. Staff apply exceptionally clear and consistent boundaries so children fully understand what is expected of them. This process further promotes their feeling of safety both

indoors and out.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

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 | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

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 | 1 |
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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 | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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