

# Building Blocks Centre

Building Blocks, Maud Avenue, LEEDS, West Yorkshire, LS11 7DD

## Inspection date

16/04/2013

Previous inspection date

27/10/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are settled, happy and relaxed in the welcoming and friendly environment. An effective induction procedure for children ensures they are all included and their individual needs are met well.
- Staff provide a wide range of experiences for children to participate in. This results in children having many opportunities to make expected progress in their learning and development.
- Staff effectively nurture children's understanding of how to stay safe and remain healthy. They enter into informative discussions with the children and provide related activities to heighten their awareness of how to achieve good lifestyle habits.

### It is not yet outstanding because

- Opportunities for children in the toddler room to serve their own food and pour their own drinks at mealtimes are not always offered to enhance their self-care skills.
- Some of the resources made available in the role play area for younger or smaller children are not easily accessible and of an appropriate size to enhance opportunities for them to begin to make-believe by pretending.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in each of the playrooms and in the outdoor area.
- The inspector held meetings with the centre manager, nursery manager, the deputy manager and a member of the committee.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's action plans and a range of other documentation.
- The inspector took account of the views of four parents spoken to on the day.
- The inspector carried out a joint observation with the nursery manager.

## Inspector

Cathryn Parry

## Full Report

### Information about the setting

Building Blocks Nursery was registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated in premises in the Beeston area of Leeds, West Yorkshire, and is managed by a charity called Faith Together. The setting serves the local area. It operates from rooms within the Parent Resource Centre, with the toddler room being situated on the first floor and being accessed by a flight of stairs. There are two fully enclosed areas available for outdoor play.

The setting employs 13 permanent members of childcare staff, including the manager. Of these, 12 hold appropriate early years qualifications at level 3, eight hold appropriate early years qualifications at level 2 and the manager has a degree in early years.

The setting opens Monday to Friday, for 51 weeks of the year, excluding bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 92 children attending, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance arrangements to further develop children's self-care skills in the toddler room, by extending the opportunities provided for them to serve their own food and pour their own drinks at mealtimes
- enhance the accessibility and range of appropriately sized resources in the role play area for younger or smaller children, to strengthen opportunities for them to begin to make-believe by pretending.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have attended training on the Early Years Foundation Stage and demonstrate a good understanding of how children learn and develop. Consequently, they support children well to enable them to make consistent progress towards the early learning goals. Staff

take into account children's interests and capabilities to effectively plan for future challenges, resulting in activities being tailored to children's individual needs. Staff ensure they obtain information about children's learning styles and preferences from parents when they first start to attend through discussion and the completing of an 'All about me' form. This enables the child's key person to provide suitably challenging experiences to build on their current achievements.

Staff have attended 'Every child's a talker' training, which has a positive impact on them effectively promoting children's language and communications skills. Staff in the baby room sensitively use facial expression, tone and intonation to effectively promote younger children's communication skills, whilst staff in the toddler room skilfully extend children's vocabulary and descriptive language. A range of resources, such as pads of paper, coloured felt tip pens, pencils and crayons, are provided in different areas of the setting. An example of this is an appointments clip board in the role play area in the toddler room, which is currently a hairdressing salon. This results in children being given good opportunities to develop early writing skills and recognise writing can be used for different purposes. Staff are very aware of their role in enhancing opportunities for children who speak English as an additional language to make expected progress in their learning and development. They address this in many ways, including gaining key words from parents in their home language, providing dual language books and being able to sing songs and read stories in Punjabi and Urdu. Consequently, they value children's home language and effectively prepare them for the next step in their learning. Staff skilfully question children and extend their learning as they explore the natural world. Examples of this are when they discuss the strawberries they are planting and the creatures that will live in the new insect house. Therefore, children are encouraged to think and reflect. Staff effectively support children as they access a range of matching, sorting and sequencing activities to promote children's mathematical thinking well. All children have opportunities to use their imaginations, for instance, when they take the dolls for a walk in their buggies and make dens. Consequently, children's excursions into imaginary worlds are supported. However, some of the resources made available to younger or smaller children are not easily accessible or of an appropriate size. Examples of this include the dressing-up clothes being stored in the bottom of a box under the dolls and the pretend kitchen being too big for younger or smaller children to easily explore. This impacts on opportunities for them to begin to make-believe by pretending.

Respectful, friendly and caring relationships with parents are established. They speak very highly of the setting and the quality of the staff. Information is regularly shared regarding children's development so there can be continuity in children's learning. This includes daily discussions and twice yearly parents' evenings. Information regarding the Early Years Foundation Stage is displayed on parents' notice boards in different languages to raise all parents' awareness of how their children learn through a variety of experiences. This is complemented with ideas on how to continue activities at home, for instance, with the provision of recipe sheets for play dough. Staff prepare children well for the move from their setting to nursery or school. This includes promoting their independence to dress, undress and use the toilet. Consequently, children's confidence is raised and they are ready to continue their learning.

### **The contribution of the early years provision to the well-being of children**

Each child has an assigned key person. This key person system has been further developed to include a 'buddying' arrangement to ensure continuity of care when a member of staff is ill or on holiday. Consequently, children demonstrate a strong sense of belonging. The induction procedure ensures individual children can have as many visits as they need to settle and for parents to feel comfortable when leaving their child. This is particularly valuable for children who speak English as an additional language, babies and first time parents. Children are happy, confident and secure, as a result of the staff's approachable and caring nature. Staff sensitively manage the transition for children from one room to another. This includes children having short visits prior to the move and parents being well-informed of the change. Consequently, children continue to feel secure in the setting. Staff enter into positive discussions about the move to different settings, such as school, and invite teachers to visit, which results in a smooth transition for children.

Staff know the children well and use a positive and consistent approach to managing behaviour, which takes into account their understanding and maturity. Consequently, children behave well and spontaneously demonstrate good manners, including praising each other when they say 'thank you'. The flexible routine enables them to make independent decisions and choices, raising their self-confidence. The setting is currently reviewing all the resources and is undergoing a rolling programme of replacing many plastic resources with natural alternatives. This has a positive impact on stimulating children's senses as they touch, feel and explore and is particularly beneficial for babies and younger children.

Staff consistently encourage children to stay safe and take responsibility for their own safety. This includes providing themed activities, for instance, around firework and road safety and by inviting the police and fire brigade to talk to children. Consequently, children have a raised awareness of dangers and how to avoid them. Children are able to explore, test and develop physical control through well-planned activities. Examples of these are music and movement sessions, visits to the park to access large climbing equipment and daily opportunities to play outside. Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with staff. They have different opportunities to develop their self-care skills, for instance, when using the toilet independently and putting their coats on to play outside. However, children in the toddler room do not always have the opportunity to serve their own food and pour their own drinks, which impacts on enhancing their self-care skills further.

Children are cared for in a clean and comfortable environment, where staff promote good personal hygiene practices. These include periodically giving children toothbrushes to use at home. Therefore, children are learning good life-style habits. The staff's good relationships with parents and effective procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection.

### **The effectiveness of the leadership and management of the early years provision**

The manager demonstrates a secure understanding of her role and responsibility with regard to children's learning and development and safeguarding. She ensures children have ample opportunities to make progress in a secure and safe environment. Staff have a good knowledge and understanding of their role and responsibility with regard to safeguarding issues, therefore, children are well-protected. The staff carry out regular risk assessments and daily checks within the setting and for any outings undertaken. This results in the learning environment for children being safe and the chance of accidents being reduced. Highly effective recruitment, employment and induction procedures are in place and implemented well to protect children.

Staff are effectively supervised and have regular appraisals. The manager has recently complemented these with her carrying out observations of the staff to further develop their practice. Consequently, staff are well-supported to provide high quality care and education. They attend a range of training to ensure they are up-to-date with any changes in legislation and to further their childcare knowledge. This improves the overall quality of the provision.

Staff are very aware of the importance of partnerships with others, such as speech therapists, to enable them to enhance opportunities for children's learning and development. Good relationships between staff and parents ensure all children are included and there is continuity in meeting their care needs. The setting liaises well with other providers delivering the Early Years Foundation Stage, such as playgroups and other nurseries, to ensure progression and continuity of care and learning.

The manager and her team of staff are enthusiastic and passionate about providing a high quality service for children and their families. The manager clearly focuses on raising achievement and effectively targets the use of resources to bring about improvements. Along with the staff, she regularly evaluates practice and is highly committed to improving the provision even further. She has strong links with an Early Years Professional from the local authority who has been influential in the significant improvement made since the last inspection. Feedback is gained from parents and children to enable staff to tailor the service provided to those currently attending. Comments from parents include 'Staff are very good with helping the children communicate with others' and 'All the staff are so friendly and caring'. The action and recommendations raised at the previous inspection have been positively addressed. This has included the reviewing of the safeguarding procedure and the implementation of a revised observation and assessment processes. Consequently, children are better protected and activities provided meet the individual needs of those attending to enhance their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY273298
<b>Local authority</b>	Leeds
<b>Inspection number</b>	819904
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Faith Together In Leeds 11
<b>Date of previous inspection</b>	27/10/2009
<b>Telephone number</b>	0113 270 8088

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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