

Building Blocks Nursery Ltd.

Cherry Orchard Primary School Site, Cherry Orchard Road, Birmingham, West Midlands, B20 2LB

Inspection date	02/09/2013
Previous inspection date	10/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop their language and communication skills as they take part in role play activities and sing their favourite songs and rhymes.
- Children benefit from daily opportunities to play outdoors in the fresh air to promote their physical development and well-being. The outdoor classroom is well organised to enable children to continue their learning.
- Suitable procedures are in place to support children, who move playrooms in the nursery and to school, which helps them to feel secure and settled in their new environment.

It is not yet good because

- Children's safety is not fully assured because risk assessment arrangements are not fully effective. This is with specific regard to the unidentified hazard in the garden.
- Some staff do not guide adult-led activities to ensure that children are able to fully participate and on occasions they are not always suitable for the ages and stage of development of children who are taking part.
- Some group activities are not organised well enough to fully support and extend learning for younger and less able children.
- The process of self-evaluation is not fully robust to help identify all areas which require further development to promote continuous improvement in the nursery.

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.

Inspection activities

- The inspector observed children and staff engage in activities indoors and outside.
- The inspector spoke with the registered person, manager and staff at appropriate times throughout the day.
- The inspector spoke with children and took into account the views of parents through discussions at the inspection.
- The inspector looked at documentation, including children's records and a selection of policies and procedures.
- The inspector looked at children's assessment records, planning documentation, evidence of staffs' suitability and a range of other records.

Inspector

Kashma Patel

Full Report

Information about the setting

Building Blocks Nursery Ltd opened in 2004 and is one of two nurseries run by Building Blocks Nursery Limited. It is registered on the Early Years Register and situated on the first floor of the reception class building of Cherry Orchard Primary School. The nursery serves the local community. All children share access to an outdoor designated play area for the nursery. The nursery is set on the first floor and is accessible via a set of stairs. A lift is also available.

There are currently 93 children on roll within the early years age group. It operates from Monday to Friday all year round from 7.30am to 6pm. Wrap around care is offered to children, who attend the nursery of Cherry Orchard Primary School. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 21 members of childcare staff. Of these, two members of staff hold an early years qualification at level 6, three members of staff are qualified at level 5, 14 members of staff are qualified at level 3 and two members of staff at level 2. There are additional staff, who are responsible for undertaking domestic duties and maintenance. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom these aspects will be checked and how the risk will be removed or minimised
- ensure that all staff fully understand how to organise, implement and guide planned, purposeful play activities, which hold children's interest and reflect on the different ways that children learn.

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

- extend the learning experiences of younger and less able children, with specific regard to reorganising the size of some group activities, such as story time to provide more support, so they can benefit from good learning opportunities
- extend and target self-evaluation more accurately, so that it effectively highlights all areas for further development to help support both children and staff.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children make acceptable progress in their learning and development as staff provide a suitable range of toys and play opportunities which support their interests. However, staff do not always adapt activities well enough to support and challenge individual children to enable them to make the best possible progress. For example, on some occasions the organisation of adult-led activities does not ensure that all children are fully able to participate and some activities are not suitable for the age and stage of development of children taking part. Staff encourage children to use clothes pegs to hang socks on a line to support their small muscle skills, however, some younger children get frustrated and lose interest because this is not appropriate for them. Although, staff are aware of the different ways children learn, they do not always use this information well enough in their planning. Staff read stories to children which supports their vocabulary. However, on occasions the large group size does not fully support all children's interest and concentration because they are not able to see the book easily. As a result, some children are not fully engaged and quickly lose interest. They start to talk to each other, which distracts other children who are engaged in the story.

Children develop their language and communication skills as they sing their favourite songs and rhymes. They engage in role play activities where they pretend to make food

for each other. Staff support their learning as they talk and ask children questions to support their critical thinking. There is a wide range of story books to support children's vocabulary and imagination. Older children recognise their names and print in their environment, which supports their literacy skills. For example, they write their names on a piece of paper and seal them in an envelope, which supports their interests in writing for different purposes. Younger children make marks in paint and sand with their fingers, which supports their early writing skills. Children use a wide range of resources, such as construction toys and lotto games to support their mathematical development. They learn about colour and size as they sort out groups of elephants and choose the correct number to place next to it. Children develop appropriate skills as they use a range of equipment, such as, cars, bikes and wheeled toys in the garden. The outside classroom enables children to make choices and also helps them to continue their learning. For example, some children choose to look at books instead of playing outside. Children attend to themselves well, as they use the toilet and wash their hands before they have food. They put on their coats and staff support children to do up buttons, which helps them gain the necessary skills for their next stage in their learning. Children continue their learning at home with their parents because staff provide activity bags, which contain children's favourite toys and a book to record in.

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

Children develop warm and positive relationships with staff and each other, which supports their security. They settle well because the key person ensures they collect information from parents about children's interests and preferences. For example, children bring in items from home, such as beakers and blankets, which reassures them. Bi-lingual staff speak to children in their community languages, which further supports the settling-in period and provides a link to home for children who speak English as an additional language. Some effective procedures are in place to support transition within the nursery. For example, staff share information and complete a transfer document. In addition to this, staff accompany children to the new room, which helps children to settle quickly in the new room. Children prepare for the next stage in their learning through discussions and visits to school. The nursery playground is next to the school outdoor area, which enables children to become familiar with their new surroundings. This also helps to reassure children after their move, since they are able to see the nursery staff and children playing outside.

The nursery provides a range of freshly prepared meals and snacks, which meets children's individual dietary requirements, such as a vegetarian diet. A four-week menu is displayed to keep parents informed of the food served to their children. Older children use cutlery well while younger children demonstrate their growing independence as they learn to feed themselves with their fingers and a spoon. Positive methods are in place for behaviour management. For example, children learn about the nursery rules because staff reinforce them during the day to encourage children to share, take turns and consider the needs of others.

Children have access to a wide range of toys, equipment and furniture, which supports their interests and development. Toys are stored in boxes at children's level, which

enables them to make some choices about their play and learning. The outside classroom enables children to access the fresh air to support a healthy lifestyle. Children learn to be safe as they help tidy up toys and take part in regular fire evacuations with staff. This supports their awareness of what to do in an emergency situation.

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

Overall, children's safety and welfare is adequately promoted. For example, staff to child ratios are maintained and children are appropriately supervised both inside and outdoors. Staff carry out daily checks, however, children are still exposed to a potential hazard in the garden area, which has not been identified or risk assessed by managers and staff. This risk relates to a small gap in the back fence, which backs on to a neighbour's garden. Although, children are not able to easily access this gap due to a large tree in front of it, this still poses a risk. This means children's safety is not fully assured through thorough checks of the environment and action taken to minimise hazards. This breaches a safeguarding and welfare requirement of the Statutory framework for the Early Years Foundation Stage. Despite the weakness children are suitably supervised when outdoors to ensure they remain safe. In other respects, staff have an adequate understanding of child protection procedures and attend training to update their knowledge. Written policies for whistle blowing and the use of cameras and mobile telephones are suitably implemented and help to support children's well-being. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service check for all staff. Appropriate systems are in place to keep children safe from persons who may not be vetted. For example, all visitors are required to sign into the visitor's book and staff check their identity, which helps to protect children.

Overall, the nursery is suitably led by the registered person and the manager, who are both keen to promote continual development. The nursery evaluates the provision for the educational programme through regular staff meetings and has support from the local authority. However, systems are not fully robust, with regard to planning some activities to ensure they are appropriate and provide appropriate challenge and support for individual children. The registered person has identified areas for further training for staff with regard to peer observations, but this is in the early stages. The process of self-evaluation does not fully identify all areas which require further development to promote continuous improvement. The nursery collects both parents and children's views through discussions and questionnaires, but this is not done frequently enough to fully support ongoing development. Parents' requests for more information on activities children enjoy at nursery has been addressed, which enables children to continue their learning at home.

Staff have positive relationships with parents and share both verbal and written information about their child's routines and the activities they participate in. Regular newsletters and the information board provide information about future events and topics, which enables parents to be involved in their children's learning. Staff have appropriate relationships with other providers, such as staff working in the nursery class within the school. This helps children become familiar with the school and support them in their transition. Parents express their satisfaction with the care their children receive at the

nursery. They state that children are happy and staff keep them well informed about their children's daily progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY280115
Local authority	Birmingham
Inspection number	909609
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	93
Name of provider	Building Blocks Nursery Limited
Date of previous inspection	10/05/2010
Telephone number	0121 523 0999

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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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