

Building Blocks Nursery Limited

28 Rough Road, Kingstanding, BIRMINGHAM, B44 0UY

Inspection date	26/11/2013
Previous inspection date	07/06/2011

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 requires improvement

- Staff promote children's safety and well-being, through effective recruitment and vetting and secure safety and safeguarding procedures. As a result, children feel safe and are emotionally secure.
- Children are supported by staff to enjoy smooth transitions when they are ready to move onto their next stage in learning. This helps children to approach new situations with increased confidence.
- Children with special educational needs and/or disabilities are particularly well supported. Staff work closely with parents and other professionals to ensure they make steady progress and have their needs met well.

It is not yet good because

- The quality of teaching is variable. Staff do not always notice what arouses the interest of babies, younger children are not always supported to communicate their thoughts and older children are not fully supported to develop their self-care skills.
- Staff do not make the best use of resources and space in the baby room. Therefore, babies are not fully supported to explore the environment, choose resources, or develop their independence.
- The supervision and mentoring of staff's practices is not sufficiently focused on improving the quality of teaching. Therefore, children are not always supported to develop the characteristics of effective learning.

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 all the playrooms and outdoor area and completed a joint observation with the manager.
- The inspector held meetings with the owner and manager of the provision.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and action plan.

Inspector

Dianne Adams

Full report

Information about the setting

Building Blocks Nursery Limited was registered in 2002 and is one of two privately-run day care facilities owned by Building Blocks Limited. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from converted domestic premises in the Kingstanding area of Birmingham. Children access a garden for outdoor play.

The nursery employs 21 members of childcare staff, including the proprietor and manager. Of these, 18 hold appropriate early years qualifications at levels 2 to 6. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children on roll, of whom 23 are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who may be disadvantaged, such as children with unemployed parents.

What the setting needs to do to improve further

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

- improve the interactions between adults and young children to guide their learning in response to their emerging interests and by encouraging younger children to communicate their thought and ideas
- improve the organisation of the indoor space to ensure babies are encouraged to explore, access resources by choice and develop their independence
- improve the arrangements for the supervision, coaching and training of staff to focus on the quality of teaching in order to improve the learning experiences for all children.

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

- develop older children's independence at snack time by, for example, supporting them to wash vegetables, help themselves to foods and drinks and collect dirty utensils when finished.

Inspection judgements

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

Overall, staff have a suitable understanding of how to promote children's learning through play and provide children with activities and experiences that cover the seven areas of learning. This ensures all children enjoy their time in the nursery and are occupied and engaged. However, the quality of teaching is variable which hinders some aspects of children's learning. For example, at snack time, when younger children say single words, such as 'mommy', staff do not encourage them to share their thoughts and ideas through further conversations. This does not fully support children's communication and language or promote their critical thinking. In comparison, staff engaging with children who are exploring bricks, use open-ended questions to support and extend their learning. As a result, this group of children concentrate well as they consider mathematical concepts, such as 'big' and 'little' and confidently name colours and shapes, such as a star.

Overall, children are working within the typical range of development for their age. Staff observe children's learning and use the information to reflect and monitor what children can and cannot do. This information is recorded in each child's individual learning journal folder and used to plan suitable activities and experiences that prepares children sufficiently well for their next stage in learning. Children with special educational needs and/or disabilities are supported well so that they can confidently access all aspects of the provision. In this way, their growing independence is skilfully fostered, as they develop the physical skills they need to coordinate their body movements and balance. As a result, they are able to sit supported and join in the play with others, developing positive relationship with adults and their peers. However, some staff do not make the most of all opportunities to guide younger children's learning and fully challenge them. For example, when babies are outdoors and suddenly show an interest in dried leaves on the floor, staff do not notice or share in their curiosity. This results in them eventually going back to the role-play game with the staff and other children and not following their interests.

Children in the pre-school room are provided with a suitable educational programme that prepares them for school. They benefit from planned group times, such as circle time when they are supported to develop skills in literacy and communication and language. For instance, children successfully identify their names on a card and are supported to say the first letter of their name. To provide challenge for more able children staff support them to name all the letters of their name and identify the names of others. This develops children's skills for reading. Some children confidently speak to unfamiliar visitors to the setting and demonstrate their understanding for the routines as they explain what is happening now and what will happen next. All children sit and concentrate appropriately for this activity and are learning to listen to others. They respond to what they hear with relevant comments. For example, some children point out to adults that other children are shouting.

Parents are actively engaged in their child's learning because, key persons share information about their child's development and progress from observation, assessment and summary progress reports. This enables parents to support their children's learning at

home. In addition, parents are encouraged to share what they see their children achieve at home either verbally with staff or by recording these events as 'wow' moments.

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

Children are supported to feel safe and secure by developing secure attachments to all adults in their playrooms, but especially their key person. This ensures children receive consistent and sensitive care, from someone who knows them well, which promotes their emotional well-being. Children and their families are welcomed into this friendly nursery and children who are feeling unsure enjoy cuddles and close interactions from staff. This promotes smooth transitions from home into the nursery. In addition, as children get older, they benefit from visiting their new playroom with their key person. This gradually prepares them for this new experience and gives them time to form new and trusting relationships. Children behave well because staff sensitively encourage children to explore and express their feelings and manage their behaviour appropriately. For example, when children new to the Tweenie room, show that they feel unsure after waking from a sleep, staff sit and reassure them while talking about feeling sad.

Staff are developing appropriate relationships with schools that children move on to. They invite teachers to visit children at the nursery and ensure that relevant information about children's care, well-being and learning is shared. In addition, timely information is shared between the special educational needs coordinators, within the nursery and local authority, to ensure children with identified needs receive close and supportive attention. Key persons work closely with parents and other health and advisory professionals, to strengthen this aspect of their practice. This maintains a fully inclusive service.

Care practices generally ensure children are physically and emotionally healthy. Staff are vigilant about children's safe care and supervision and closely monitor them as they play, rest and sleep. They take care to ensure the nursery environment is suitable for children to move around and play safely. However, staff in the baby room do not make the best use of the resources and space available to support all children's learning. The barrier used to divide the room into two areas hinders the ability for babies to explore the whole of the environment, choose resources for themselves, and therefore, develop their independence.

Children access the outdoor area at times throughout the day which ensures they get fresh air and exercise and develop their physical skills. They enjoy nutritious meals and snacks, which include freshly prepared hot and cold meals and a wide variety of fruit and vegetables. Staff encourage all children to try new foods, such as cream cheese and sugar-snap peas at snack time. However, older children are not encouraged to develop their self-care skills at this time. For example, they are not supported to wash the vegetables or help themselves to foods or drink. In addition, this group of children are not encouraged to manage tasks such as collecting the dirty plates and cups after use. This does not fully support them to be independent or develop their self-confidence. Despite this, older children ask staff politely if they can go to the toilet and manage their toilet needs themselves, following appropriate hygiene routines. They dress and undress when going outdoors and transport resources around the environment safely.

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

The provider and managers understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff demonstrate a sound knowledge and understanding of child protection procedures which includes the action to take if concerned about a child's welfare. Safeguarding policies and procedures are written clearly and concisely, displayed in the hallway and shared with staff and parents. Training in areas, such as safeguarding and safe handling of children, is accessed by all staff to strengthen their knowledge and understanding of current guidelines and regulations. The provider follows safe recruitment and vetting procedures, to ensure that the suitability of all staff working with children is checked, monitored and clear records are kept. This includes obtaining information about employment history, qualifications and completing disclosure and barring checks.

Leaders and managers within the nursery show a commitment to improve the quality of the nursery and the outcomes for children. There is a mix of well-qualified staff within the team alongside newly recruited modern apprentices and students. All of whom benefit from regular supervision sessions with mentors, team meetings and annual appraisals. This fosters a culture of teamwork, mutual respect and continuous professional development. Staff are also provided with plentiful opportunities to access training to constantly improve their practice. For example, after attending recent training, managers are planning to implement improved procedures to help identify any groups of children that might not be progressing as well as others. However, the monitoring of staff's practice is not fully focused on their teaching. This results in variable teaching practices observed throughout the nursery which hinders the learning experiences for some children.

The provider and managers have a realistic view of the nursery's strengths and areas that need to be developed. For example, a detailed action plan includes the need to develop staff's confidence and knowledge with regards to the characteristics of effective teaching and learning. All recommendations from the previous inspection have been improved. For example, partnerships with parents have been strengthened by regularly sharing information with them about their children's progress and by encouraging them to contribute to their children's learning and development records. This supports parents to get involved and continue their children's learning at home. In addition, parents benefit from a regular newsletter that details forthcoming events. For example, they are encouraged to attend workshops which explore topics, such as healthy eating practices. The views of staff, children and parents are sought and welcomed and form the basis of the provider's improvement plan. Parents offer positive written comments with regards to the welcoming environment and supportive staff. Parents spoken to on the day of inspection state that the staff's warm and adaptable approach helps meet the needs of the children and the family as a whole. Parents of children with special educational needs and/or disabilities show complete satisfaction in the nursery. They feel very supported and value the strong partnerships the nursery has developed with them and other

professionals involved in their children's care. They feel this has had a significant impact on the progress their children have made.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY246811
Local authority	Birmingham
Inspection number	943628
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	62
Name of provider	Building Blocks Nursery Limited
Date of previous inspection	07/06/2011
Telephone number	0121 355 6175

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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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