

# Building Blocks Nursery Ltd.

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

<b>Inspection date</b>	16/04/2014
Previous inspection date	02/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff plan a wide range of interesting and stimulating activities which meet the individual learning needs of all children.
- Teaching is very good and staff assess children's progress very effectively so that they can plan the next steps in their learning. This means that children make very good progress.
- The management team is very vigilant in ensuring all staff understand and implement the very effective policies and procedures so that children are safe.
- Staff are very caring and children's needs are fully met, as parents share information about children's care routines and needs with staff, so that they work together to provide consistency and security.
- The monitoring and self-evaluation processes are very well-organised and effective in maintaining continuous improvement in staff performance and all aspects of the provision.
- Highly effective teamwork between staff, parents and many other professionals results in very effective support for all children.

### It is not yet outstanding because

- There is further scope to extend children's already very good opportunities to increase their independence by allowing them to serve themselves at mealtimes more frequently.

## 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 activities in the four playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the providers of the nursery.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

Building Blocks Nursery Ltd opened in 2004 and is one of two nurseries run by Building Blocks Nurseries Limited. It is registered on the Early Years Register and is situated on the first floor of the reception class building of Cherry Orchard Primary School in the Handsworth Wood area of Birmingham. The nursery serves the local community. It is set on the first floor and is accessible via a staircase or a lift. All children share access to a designated outdoor play area. It opens on Monday to Friday, from 7am to 6pm, all year round, with the exception of bank holidays. Wrap around care is offered to children who attend the nursery of Cherry Orchard Primary School.

The nursery employs 24 members of childcare staff. Of these, all but two hold appropriate early years qualifications at level 2 and above. One member of staff holds Qualified Teacher Status and the manager holds a Foundation Degree. There are additional staff, who are responsible for undertaking domestic duties and maintenance. Children attend for a variety of sessions. There are currently 98 children attending, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. 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 further improve the quality of the early years provision the provider should:

- ensure all children extend their already very good opportunities to increase their independence by pouring their own drinks and serving themselves with food more frequently.

## Inspection judgements

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

Staff work together to plan very effectively for individual children's learning. They obtain detailed information from parents about what children know and can do. They add this to their own initial assessments of children, in order to establish a clear starting point on which to build each child's learning. Children's progress is reviewed regularly, so that any gaps in their learning are identified and addressed quickly. Staff use this information to plan effective next steps in children's learning. These are displayed clearly in each room so that all staff are able to build on these to support children. Children are making very good progress in all areas of learning as they are provided with enabling environments in which they experiment, explore and learn through their play. Nursery staff have a thorough knowledge of the Early Years Foundation Stage and how children learn. This means that

the activities are stimulating and challenging and children develop their skills at their own pace and level. Parents are very well-informed about their children's progress and are actively involved in their learning, both in the nursery and at home. They share information about children's achievements at home by speaking to their key person or by adding their comments to a board. Staff invite parents to regular workshops so that they are guided very effectively in supporting children's learning at home. This means they work closely with staff to support their children's learning and development. They are very well-informed about children's activities and their purpose through the clear, colourful displays of photographs and information throughout the nursery. They see and add to children's progress records on a regular basis.

Each room is very colourful, welcoming and inviting. Children have input into how their rooms are organised and staff observe the way children use each area, so that the layout is continually evolving to ensure that children's learning opportunities are maximised. The cosy baby room provides many opportunities for babies to explore a wide range of textures and materials. They enjoy playing with floaty scarves, soft brushes and making sounds with metal bowls and spoons. They enjoy letting dry sand trickle through their fingers and show great excitement as they chase and pop bubbles. Staff encourage babies to repeat sounds and to increase their small muscle control as they scoop up small amounts of sand and tip it out very carefully. They sing songs with staff and are encouraged to stand and walk when they are ready. The younger toddlers squeal and laugh with delight as they splash and pour blue water in a tray. Staff show them how to scoop up the water to see how much will fit into a jug. Children are imaginative as they pretend to make cups of tea and food for staff. All children develop their physical skills very well as they use a wide range of climbing and balancing equipment outdoors. They use wheeled toys, balls, hoops and enjoy a weekly dance and movement session. Younger children are supported very well by staff as they learn to use slides and sit and ride toys.

Older toddlers and pre-school children have exciting, first hand learning experiences as they learn about and touch creatures brought in by an animal education company. Staff ask them how the rabbit feels and children copy the movements of the snake and the millipede. They find snails and mini-beasts outside and examine them through a magnifying glass to compare their features. Pre-school children increase their language and vocabulary as staff encourage them to talk about the animals and draw pictures of them. Children are very well-prepared for school and for the next stage in their learning, as pre-school children learn the shapes and sounds of letters, practise writing them and recognise their names and other familiar words. Their room is resourced and organised like a reception classroom, so that they learn to access resources independently and become used to routines. They learn to count, sort, match and order items and use a computer and an interactive whiteboard, which develops their technological skills well. Several children are able to write their names independently and they express themselves very well in their intelligent conversations with staff. Teaching is consistently very good throughout the nursery and staff ensure all children are challenged in their thinking and learning so that they make very good progress. Children with special educational needs and/or disabilities are very well supported as staff work closely with parents and many outside agencies. They attend training courses specific to children's needs so that they can support them even more effectively. Children make very good progress as a result of this.

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

Children are emotionally secure as staff are very caring. Children's needs are fully met because staff encourage parents to share regular information about children's routines, needs and preferences. They work together on children's care routines so that they have consistency and are secure. Children form close bonds with their key person, who knows them well and gives their well-being high priority. Babies settle easily to sleep in cosy baskets while supervised by staff. Toddlers are soothed and stroked as they sleep and are very calm and settled. Staff help children to get to know each other and to form friendships. They play a photograph matching game with younger toddlers, so that they learn to recognise each other and learn the names of children in their room. Children really enjoy interacting with staff and other children in the warm, family environment of the nursery. Children's transitions to school and to new rooms are managed very smoothly, as staff invite teachers to visit children and arrange for children to visit their schools. Parents are very well-informed about the process and children take part in role play and discussions and listen to stories about school. Children only move to a new room when staff and parents are happy that they are ready emotionally and developmentally. This means that children feel secure about the change. Staff share information about children's progress and needs so that these continue to be met. Children are settled gradually into their new room and become familiar with their new key person.

Healthy and nutritious meals and snacks are prepared on the premises. The menus are on display for parents and staff teach children about making healthy choices in food and lifestyles. All children enjoy the food and they manage their cutlery very well. Older children carry their plates to the table, but they are not given enough opportunities to increase their independence and school readiness by serving themselves with food or pouring their own drinks more frequently. However, children can access water at any time throughout the day and are active outdoors in all weathers, as there is a covered area in which they draw, look at books or play with construction toys. Children learn to be independent as they put on their own coats and select the resources they need, which are easily accessible throughout the nursery. Children learn to manage risks safely as they use the climbing and balancing equipment.

Behaviour is very good indeed because staff set clear boundaries and use excellent strategies to manage children's behaviour sensitively and in a manner appropriate to their ages and understanding. Children listen attentively to instructions and stories and staff ensure groups are small, so that all children can see the pictures and are involved in the activity so they do not become bored or restless. This means children are engaged and interested in their learning. Staff praise children frequently so that they gain confidence and good self-esteem. There is very good hygienic practice throughout the nursery and children are reminded before they have snack that they need to wash their hands after touching the animals.

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

There are very detailed and effective policies and procedures in place to ensure that children are safe and very well-protected. The management team is extremely thorough in its support of staff, so that they have a full understanding of how to implement their knowledge and skills in this area and to ensure that this is maintained. The management team tests staff regularly through focused questions during their supervisions, at staff meetings and at other times. Staff are assessed on their answers and training targets are set so that they know how to identify concerns and how to report them or where to find the information. There are four designated safeguarding persons in the nursery, including the provider and the manager. Staff are confident in speaking out if they have any concerns and are all very well-trained in effective behaviour management, so that children can play and learn in a safe and calm environment. Staff do not use any form of physical punishment or physical restraints unless this is absolutely necessary to protect other children or staff from harm. The premises are very secure as there are several coded entry doors, as well as the main door. All staff and the providers undergo security checks to ensure that they are suitable to work with children and there are robust recruitment procedures in place. Staff are confident to challenge anyone using a mobile telephone on the premises and they are very vigilant in their supervision of children, particularly outdoors. A thorough risk assessment is in place and staff make checks throughout the day so that children are safe.

Since the last inspection, the management team and staff have worked very hard to improve the ways in which they monitor and evaluate the provision. They work with a local authority early years consultant to monitor staff performance and planning. This is now very effective and staff work very well as a team to evaluate the impact of their teaching on children's learning, so that they plan effectively for each child's next steps in learning. This means that all children make very good progress and thrive in an enabling environment. The providers and the manager carry out regular observations, supervisions and appraisals of staff. They discuss their strengths and weaknesses and target training to support them in improving their knowledge and skills. Potential factors which may affect staff performance are discussed, so that they are very well supported and can shape their own professional development, in order to meet their own and the nursery's needs. This means that children's learning experiences continually improve. Apprentices and students are also supported very effectively and are mentored, so that they learn from the other staff. Staff attend many training courses and their certificates are displayed on the nursery walls. This means that other members of staff can seek advice from their colleagues about specific areas of learning and development as they can see who has undertaken a particular course. The management team and all staff, parents and children have input into the self-evaluation process. Staff share their ideas and focus on areas for improvement in the provision. Parents are invited to share their views and fill in questionnaires on the quality of the provision. Parent representatives lead a group so that parents can contribute their views, which are included in the action plan. Staff always ensure that they are informed about improvements made as a result of their suggestions. Parents are very well-informed about the policies and procedures in the nursery, as they are given their own copies of the main ones, including the complaints policy.

There are very effective links with other professionals and outside agencies in support of children's individual learning. Staff work with a speech and language therapist, health

visitors, the area special educational needs coordinator, a behaviour coordinator and many others. They share ideas and best practice with other local early years providers and schools at network meetings and have very good links with the school based on the same site. The nursery shares the building with the school reception classes, so they liaise with the teachers to work on shared goals for children to ensure that they are ready for school. Some nursery children also attend the wrap around care at the school, so nursery staff ensure they complement children's learning and protect their well-being through contact with the other staff.

## 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

<b>Unique reference number</b>	EY280115
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	960944
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Building Blocks Nursery Limited
<b>Date of previous inspection</b>	02/09/2013
<b>Telephone number</b>	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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