

# Building Blocks Nursery Limited

28 Rough Road, Kingstanding, Birmingham, B44 0UY

<b>Inspection date</b>	15/07/2014
Previous inspection date	26/11/2013

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

- Teaching is consistently good and all children make very good progress as a result of effective planning and assessment.
- Staff involve parents in children's learning, as they are actively encouraged to contribute to their progress records and support their learning at home.
- Children are safe at the nursery, as the management team ensures staff fully understand and implement rigorous policies and procedures.
- The effective use of a wide range of good-quality resources and the well-thought-out rooms means that children develop their own learning styles and creativity very well.
- Children's behaviour is very good, as this is managed very effectively and staff have high expectations. Staff are caring and meet all children's needs so that they are emotionally secure.
- Leadership and management is strong, which leads to very effective systems for monitoring and self-evaluation. This means there is continuous improvement in the good-quality provision.

### It is not yet outstanding because

- There is even further scope to enhance the monitoring of the progress of specific groups of children.

## 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 the three 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 the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

Building Blocks Nursery Limited was registered in 2002 and is one of two privately run daycare facilities owned by Building Blocks Limited. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted domestic premises in the Kingstanding area of Birmingham and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6pm, all year round with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, all but three hold appropriate early years qualifications at level 3 and above. Children attend for a variety of sessions. There are currently 64 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 and it 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:

- strengthen the already very effective systems for monitoring the progress of specific groups of children.

## Inspection judgements

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

Staff assess children when they are settled at the nursery and use information from parents to establish a clear starting point for children's learning. They record their observations of children, which form ongoing assessments and these are reviewed every three months so that any gaps in learning are identified and addressed. There is, however, even further scope for staff to monitor the progress of specific groups of children. Staff know children very well, which means they plan the next steps in their learning and build on these throughout their daily routines and activities. Each child's learning goals are displayed in their rooms, so that parents can see the progress they are making and staff know how they can extend children's learning each day. The toys and resources are easily accessible to children. The Tweenies room has recently been reorganised so that children can see the toys in transparent boxes in low-level units. Children now have more space for role play and to look at books or have quiet time in a cosy corner. There are strong partnerships with parents and they are encouraged to share daily information with staff about children's achievements at home and nursery. Parents are very well-informed about children's learning and progress and they are invited to attend workshops to see how children learn through play. Staff guide them on how to support children's learning at home. Parents play with children in activities provided by their key person and feedback to them about children's learning. Parents of children in the

baby room can add photographs or comments to their progress records online and see photographs or videos of children's activities soon after they happen. This is being tested at present and will be used in the other rooms if it proves to be successful in engaging parents further in their children's learning.

Babies enjoy exploring the textures of sand on their feet as they play in a large tray. They choose different colours of paint and print shapes and patterns imaginatively. Staff help them to squeeze the paint from the tubes onto the paper and to learn the names of the colours. Babies are confident on the small slides and sit and ride toys outside and staff encourage them to explore all the toys in their room, so that they learn to stretch and stand with confidence. Toddlers gather soil and leaves outside and pretend this is their dinner. They are imaginative as they set out the plates for the other children and say they need more pepper. Staff motivate children very well, as they know their interests and are guided by these. Therefore, toddlers are very excited and enthusiastic in their hunt for mini-beasts under the mats outside. They know the best places to look, as they do this regularly. They find a slug, a woodlouse and several other creatures. Toddlers enjoy feeling the slimy texture and observe the number of legs or how the creature moves. Staff draw children's attention to the similarities and differences in each animal and whether they move quickly or slowly. Children learn about nature and their environment through these experiences and how to be gentle with living things.

All children develop their physical skills very well through their use of the wide range of climbing and balancing equipment at nursery. They benefit from weekly dance and sports sessions with outside teachers, which helps to develop their confidence and coordination well. Pre-school children use computers and all children use a range of push button toys, telephones, digital cameras and other resources, so that they learn to use technology competently. Pre-school children are very well-prepared for school, as they access the very well-organised resources in their room independently. They learn how to recognise and write numbers, letters and sounds. Staff teach them how to count accurately and extend individual children's learning through focused, adult-led activities, which take account of each child's level of understanding. Children learn to concentrate and follow instructions so they are ready for school. They work very well as a team at tidy up time and return all the toys and resources to their labelled drawers and boxes, which also supports their school readiness. Teaching is consistently good across the nursery because staff use their detailed knowledge of each child's progress and learning styles to ensure they continually build on their learning. Children with special educational needs and/or disabilities are very well supported and included in the activities. Staff work closely with parents and many other professionals, such as, a nurse educator, a physiotherapist and health care assistants so that children make good progress.

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

Staff encourage parents to share daily information about children's well-being and routines so that their needs are met. Children form close bonds with their key person, who has very effective communication with parents. Parents state that they are welcome to speak to staff or ask for advice at any time. Children are emotionally secure, as staff are very

caring and are aware of each child's needs. Children form very good friendships and enjoy working and playing together. Staff comfort children if they are upset and use their comfort items or photographs of their families to distract them. Staff praise children frequently so that they gain confidence and good self-esteem. Children know their work is valued because staff display it carefully and refer to it so that children reflect on their learning and know they are valued. Other family members are invited to nursery to look at children's work and to find out about what children learn. This means that children gain a sense of worth in their achievements. Babies are confident to let staff know when they need another drink and they sleep easily with close supervision. Floor level sleep baskets enable children to get up when they want to so they do not have to wait for staff to lift them from cots.

Children really enjoy healthy meals and snacks at the nursery. Staff teach them to recognise and name a wide range of vegetables as they eat. Healthy food choices are promoted and parents are involved in healthy eating and exercise initiatives, so that children are further supported in their learning about healthy lifestyles. Children can access water at any time and staff teach them how to use cutlery correctly and to have good table manners. There are improved opportunities for children to learn to be independent, as they pour their own drinks and serve themselves with food. They return their dirty plates to the serving table, which helps to prepare older children for school. All children are encouraged to be independent in their choice of activities. The organisation of the rooms has been improved to support their choices. Children enjoy social time in a calm environment at mealtimes. This is because each key person sits at the table with their group, in order to engage children in purposeful conversations and take further opportunities to extend their learning. For example, toddlers count how many potatoes they have on their plates or how many children are at the table. Children learn to manage risks safely through their use of the outdoor equipment and staff remind them to keep themselves safe when they tidy up. For example, older children are asked to put the stones carefully back into the box and not to throw them, so no one is hurt. They are active outdoors at least twice a day and take part in dance and movement sessions, which support their physical development further.

Behaviour is very good. This is because staff establish high expectations and manage behaviour in sensitive ways which are appropriate to children's ages and levels of understanding. Staff have all attended recent training in behaviour management and implement this very well as a result. Staff plan activities in which children learn to share and take turns and younger children are encouraged to wait patiently to have a turn to feel the slug they find. Children are emotionally secure as they move to new rooms in the nursery. This is because they have several settling-in sessions with their key person and move with friends. Moves to schools are managed smoothly, as teachers are invited to nursery to meet children and staff share information about their progress and needs so that these continue to be met. Children listen to stories about school and staff talk to them about what will happen there so that they are well-prepared.

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

Children's safety is given a high priority in the nursery. Staff carry out effective risk assessments each day before children arrive so that the premises are safe and secure. Staff have a thorough understanding of the detailed and effective safeguarding policies and procedures. This is because the manager ensures they keep their knowledge up to date through regular discussions at staff meetings and through training courses. She asks them what they would do in a range of situations and they undertake regular written assessments. The recording and organisation of the administration of medicines and accident records is meticulous and ensures children are very well protected. Closed circuit television cameras mean that the manager can see what is happening in each room, so that children and staff are further protected. There are rigorous procedures for the collection of children and the recruitment of staff. Prospective employees are given a trial day in the nursery to determine whether or not they are suitable. New staff and apprentices now have a more comprehensive induction and probationary period, so that they are familiar with all the policies and procedures and children are safe.

There is effective monitoring of teaching, planning and assessment. The management team monitor the progress of individual children through regular discussions with staff. The manager carries out appraisals and regular supervisions and observations, so that staff improve their knowledge and skills through targeted training and mentoring. This process has been improved since the last inspection, so that new or less experienced staff are mentored more effectively until they are judged to be fully competent in the care of children. They are very well supported by the manager and the providers and are able to shape their own professional development through requesting training courses. Staff, children and parents have input into the self-evaluation process, so that everyone's needs are met and there is continuous improvement. Staff evaluate the impact of their planning and teaching on children's learning each week. A local early years adviser supports staff in identifying and making improvements, which impacts on the good quality of children's learning experiences. A parent representative helps to convey parents' comments and suggestions, which are added to the ongoing action plan. Parents are very well-informed about the nursery policies and procedures. They are made to feel welcome and are included in events and in children's learning and development.

There are effective links with other local early years providers and schools, so that staff regularly share ideas, training and best practice. The management team attends regular network meetings at a local children's centre and staff have contact with the other nursery in the group. This means that they are striving for continuous improvement in their practice and skills and children benefit as a result. Staff work very well with many outside agencies and other professionals in their very good support of all children.

### **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

<b>Unique reference number</b>	EY246811
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	962746
<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>	40
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Building Blocks Nursery Limited
<b>Date of previous inspection</b>	26/11/2013
<b>Telephone number</b>	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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