

# Building Blocks Kindergarten

Exeter Street, Bourne, Lincs, PE10 9NS



**Inspection date** 27 May 2015  
Previous inspection date 21 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have high expectations and challenge children through stimulating and fun experiences. Children show high levels of engagement, acquire good skills to support their future education and make good progress.
- Staff make meaningful observations of children's learning and development. Assessment of their progress is accurate, timely and shared regularly with parents to promote a shared approach to learning.
- Staff are friendly, caring and approachable. They establish strong attachments with the children who are confident, and demonstrate they feel safe and secure.
- Staff establish good settling-in procedures to support children when they start. They ensure children's emotional well-being is supported at times of change, such as when they move on to the next stage in their education, including when they move to school.
- The manager is passionate in her leadership to ensure all children achieve their best potential. She has an excellent understanding of the Early Years Foundation Stage requirements.
- Arrangements for safeguarding are very strong. Staff have a firm understanding of their role to protect children from harm and the procedures to follow should they have any concerns. Rigorous systems are in place to ensure the suitability of adults working with children.

### It is not yet outstanding because:

- Staff do not always support older children to think more deeply to develop their knowledge and imagination or to work out solutions to problems for themselves.

## What the setting needs to do to improve further

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

- maximise everyday opportunities to extend older children's learning, for example, by developing conversations with children further, to inspire their curiosity and deep thinking, to ignite their imagination and to support them to work out problems for themselves.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors, and conducted a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to staff and the children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the nursery's evidence of self-evaluation.
- The inspector looked at children's learning records, planning and assessment records, and a range of documentation, including a sample of policies and procedures.

### Inspector

Gail Warnes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Enthusiastic and highly focused staff use their experience and good knowledge of how children learn and develop to engage them in purposeful play. The quality of teaching is good and at times, outstanding. Children are highly focused as they discover the different textures of flour and sand. Staff support children's growing vocabulary by describing the textures, and encourage them to touch and feel them. However, sometimes, staff miss opportunities to extend children's learning to the highest level. When children describe the rail track they are building as an 'oblong', staff do not ask questions to confirm what they know or extend their mathematical vocabulary further. Older children are beginning to write their names. Staff use knowledge from targeted training to support younger children's communication and language skills to good effect. They do not rush children to answer because they understand the time children need to process speech. Consequently, they make very good progress and are becoming confident talkers. Staff learn key words and phrases in different languages to support children who speak English as an additional language. Consequently, all children make good progress given their starting points and capabilities, including children with special educational needs and/or disabilities.

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

Children's behaviour is very good. Staff are excellent role models and are consistent in supporting children to understand what is expected of them. Older children are beginning to form friendships and play well together. Children are encouraged to develop independence in play and in their personal hygiene routines. The spacious and richly resourced environment enables children to choose their activities inside and outdoors. Staff talk with children about the benefits of healthy foods and exercise. Children develop an understanding of the effects of physical exercise on their bodies. They enjoy nutritionally balanced food, prepared each day on site. Care routines are sensitively met.

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

The inspirational manager is deeply committed to equipping her staff with the skills and professional qualifications to improve practice. She is highly reflective and uses effective tools to review how practice supports all children to make good and better progress. There is a clear plan for professional development, which balances staff's individual interests with targeted nursery training needs to support continued improvement. She has clear systems in place to ensure observations and assessments of children's progress are accurate and used effectively to develop their experiences and progress further. This also enables her to review how well practice supports groups of children, such as those who attend less frequently. Partnerships with other professionals are extremely successful in supporting individual children's specific needs. Parents' contributions to their children's learning journey and to the nursery's improvement plans are highly valued. Parents spoken to comment they are very happy with their child's experience and the support they receive.

## Setting details

<b>Unique reference number</b>	260013
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	867164
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	104
<b>Number of children on roll</b>	207
<b>Name of provider</b>	Suzanne Claire Reece Hamshere
<b>Date of previous inspection</b>	21 July 2009
<b>Telephone number</b>	01778 422221

Building Blocks Kindergarten was registered in 2000. The nursery employs 21 members of childcare staff. Of these, 18 hold relevant early years qualifications at level 2 and above. The manager holds Early Years Professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities.

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