

# Building Blocks Nursery

15a Dundonald Road, London, SW19 3QH



## Inspection date

5 August 2015

Previous inspection date

13 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Children make good progress. Staff observe and assess children's learning regularly in order to understand their current stage of development. This enables them to plan appropriate activities to challenge children and extend their learning even further.
- The staff and leaders are very reflective. They have a detailed self-evaluation action plan and use this to identify training and areas to improve. They quickly incorporate any new ideas into the nursery. For example, they have recently reorganised the routines to support children moving up to the next room in the nursery. As a result, children's emotional well-being is promoted effectively.
- The manager and her staff team have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively should they have a concern about the welfare of a child in their care.
- Children benefit from an effective system whereby staff take particular responsibility for some children. This helps children form secure attachments to the staff. As a result, children are confident, settled and keen to explore and learn.

### It is not yet outstanding because:

- Staff do not always encourage parents to share information about their children's current interests and achievements from home so that staff know children's ever-changing interests and can plan activities to excite them and extend their learning.
- After lunch, staff keep some children waiting for too long while they settle other children to sleep. At this time, the children have less access to a wide choice of resources and activities. Therefore, some valuable learning time is lost and children lose interest.

## What the setting needs to do to improve further

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

- extend communication systems to encourage all parents to share their children's achievements and successes at home to enhance the planning process
- improve the routine following lunch to give children more free choice of activities, have greater independence and make the most of the use of the space available to enhance their learning and development further.

### Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of parents through documentation, the views of children and staff spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

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

The quality of teaching is good and so children make consistently good progress and enjoy their time at the nursery. Staff plan a stimulating range of activities to motivate children in all areas of learning. For example, babies enjoy playing with a wide range of real and natural resources made of many varying materials. Babies concentrate intently as they explore how materials feel and look, and their senses are stimulated through touch. Staff set up experiences that ignite children's interest, and support and extend their learning. Staff do this to make sure children gain the skills they need to be ready for the next stage in their learning, including school. Because staff review children's progress regularly, they quickly identify any gaps in children's learning and put effective strategies in place to help them catch up.

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

Children are very happy in the nursery. Children have good relationships with the staff and enjoy talking to them at mealtimes. Children have very good relationships with others and play together very well. Therefore, children's behaviour is good. Staff arrange a number of introductory sessions for children to attend. In addition, staff work closely with parents, helping them to leave their children in the nursery once they are settled. Staff provide a stimulating environment and children can choose whether they wish to play indoors or outdoors. Many children enjoy exploring the arts and crafts and messy play, such as sand and water outside. Staff effectively encourage independence in a positive way. For example, children enjoy being able to serve their own food and drinks. Children engage in a range of physical activities outdoors; they go on outings to the park, make structures with loose materials, climb, and play with water. This helps them develop healthy lifestyles and promotes regular exercise in the fresh air.

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

The manager and her staff have a good understanding of the requirements of the Early Years Foundation Stage. They use their qualifications well to maintain a good overview of the activities provided and children's progress. Unqualified staff are encouraged to undertake training and qualifications, which support them in meeting the specific needs of the children they are caring for. They review assessments effectively and provide appropriate intervention when needed. The manager checks the quality of teaching effectively and works alongside staff, regularly reviewing and sharing practice. In conjunction with good supervision arrangements, this supports staff to improve their already good practice. There are robust recruitment and induction procedures to ensure children's safety.

## Setting details

<b>Unique reference number</b>	402923
<b>Local authority</b>	Merton
<b>Inspection number</b>	984990
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	86
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Building Blocks Child Care Ltd
<b>Date of previous inspection</b>	13 July 2012
<b>Telephone number</b>	020 8545 0043

Building Blocks Day Nursery is one of three nurseries run by Building Blocks Child Care Ltd. It opened in 2001 in purpose-built premises located close to Dundonald Park, in the Wimbledon area of southwest London. The nursery is open every weekday from 7.30am to 6.30pm throughout the year, closing only for bank holidays and for one week between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 27 staff; of these, 14 hold relevant qualifications at level 3 or above and six at level 2. The manager holds a level 4 qualification in childcare and management, and the nursery employs a qualified teacher.

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