

# Building Blocks

Grayson, 67 Prenton Road West, Prenton, CH42 9PZ



## Inspection date

3 September 2015

Previous inspection date

1 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers have a shared vision to provide the best possible care and learning for children. They have a good awareness of how well the nursery is doing and develop clear targets which promote further improvement.
- Children benefit from effective teaching. The well-qualified staff team provide a broad range of activities which promote children's good progress. They have a good knowledge of children's individual skills and capabilities and use this information well to meet children's learning and care needs.
- Staff establish positive, warm relationships with children. This helps them feel secure in the nursery and promotes their confidence and self-esteem. Children behave very well. They are familiar with the nursery routines and effectively learn to be polite and show respect for one another.
- Children make good progress from their starting points. Children with special educational needs and/or disabilities make particularly good progress due to the high level of support from staff and positive relationships with other agencies to ensure timely interventions. As a result, gaps in learning are closing for many children.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend some aspects of children's learning through questioning.
- Children do not always have enough opportunities to learn about people and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- ensure that staff always make the most of chances to extend children's learning through purposeful questioning
- provide a wider range of opportunities for children to learn about people and communities beyond their immediate experience.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and with the early years professional.
- The inspector held a meeting with the nursery manager and provider, and looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Elaine White

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have a good understanding of the requirements of the Early Years Foundation Stage and ensure that they are implemented. Supervision for staff is effective and staff attend training to enhance their teaching skills. Staff training in developing children's language and communication skills has had a positive impact on improving their progress in this area. Children's learning is closely monitored. Any gaps are swiftly identified and action is taken to bring about improvement. Staff have a secure understanding of how to keep children safe and know what to do if they have concerns about a child's safety or welfare.

### Quality of teaching, learning and assessment is good

Children engage well in the broad range of activities provided. For example, they excitedly dig for worms in the outdoor mud area. Staff promote children's communication and language skills very well, modelling new words and encouraging children to describe what the worms look and feel like. However, at times, staff do not make the most of chances to extend learning through questioning. Babies enjoy exploring the texture of play dough and staff respond well to their communications, repeating important words. Children learn about their own families and those of others in the setting through discussions and planned activities. This helps them to learn to appreciate and respect differences. However, they have fewer chances to learn about people and communities in the wider world. A positive partnership with parents ensures that they are well informed and are able to support their children's learning at home.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and interesting environment in which children can learn. There is a good range of resources, stimulating areas for children to explore and cosy areas within each room. This means that children have the chance to learn quietly, relax and actively engage in their activities. This promotes their well-being. Older children learn to be independent as they get their own plate and cup for snack, and put it in a bowl ready to be washed after they have finished. Babies learn to drink water independently from beakers, labelled with a photograph of themselves. Children behave very well, responding to staff's positive approach and high expectations for their good behaviour. Children learn to enjoy fresh air and exercise through daily use of the outdoor area. They learn to be safe, as staff discuss with them why they are not able to use a section of the garden area due to building repairs taking place next door.

### Outcomes for children are good

All groups of children, including children for whom the nursery receives additional funding, and the most-able children, make good progress in their learning. Children are working at the levels that might be expected for their age. On occasion, children's learning is not extended to the highest level as staff miss opportunities to question them further. Children's good progress in learning and a close partnership with the main school to which children transfer helps to ensure that they are well prepared for school.

## Setting details

<b>Unique reference number</b>	306356
<b>Local authority</b>	Wirral
<b>Inspection number</b>	864852
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Gaynor and Neil Williams Partnership
<b>Date of previous inspection</b>	1 December 2011
<b>Telephone number</b>	0151 609 1049

Building Blocks Day Nursery was registered in 1997. The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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.

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