

# Building Blocks Nursery

28 Rough Road, Kingstanding, Birmingham, B44 0UY



## Inspection date

4 January 2018

Previous inspection date

15 July 2014

<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
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 ensure staff benefit from a wide range of professional support and training to develop their knowledge and skills. This results in high-quality teaching and learning experiences that has a positive impact on children's learning and development.
- Children make very good progress in their communication skills. Staff skilfully use ideas from training to create activities to encourage children to speak more confidently.
- Children who require additional support are achieving well. There are effective partnerships in place with parents and other professionals to promote continuity in children's learning.
- The indoor and outdoor areas of the nursery are stimulating learning environments. Staff organise good-quality resources well and encourage children to make independent choices about what they would like to do.
- There is a strong commitment towards continuous improvements and further development. For example, leaders have developed the outdoor play areas to provide a separate garden for the younger children to learn outside.

### It is not yet outstanding because:

- Although staff regularly observe children, they do not consistently assess their progress as accurately as possible, to help them make even better progress.
- Staff do not always make the most of opportunities to build on children's interests during activities to further develop their creative ideas and imaginations.

## What the setting needs to do to improve further

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

- enhance systems for assessing and monitoring the progress made by children to help children achieve their full potential
- build on children's interests and what children know during activities to further develop their creative ideas and imaginations.

### Inspection activities

- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend child protection training. Staff have a clear understanding of their responsibilities and the procedures to follow if they have concerns about a child's welfare. The management team carries out effective recruitment procedures and ensures staff are suitable. Staff conduct comprehensive risk assessments of the play areas so that children explore and play in safety. Staff are motivated and well qualified. They benefit from regular supervisions, appraisals and training to advance their skills and knowledge. The relationships with parents are good. Staff make time for parents when they collect their child to share details about their child's learning. Partnerships with schools are effective in preparing children for the next stage in learning.

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

Staff enthusiastically join in children's play to support their learning. For example, they make the story about a bear hunt more interesting by including props and equipment. They encourage children to join in with enacting aspects of the story. Staff make the story more realistic, such as when using the outdoor area and introducing pretend snow using a snow machine. Children enjoy painting with sponges and make bear faces from paper plates. Staff support children's mathematical skills well. They skilfully help children to count confidently, recognise numbers and to use mathematics during their play. Babies enjoy exploring textures and colour when they search through an assortment of ribbons. They have plenty of space to practise crawling or walking and are keen to explore the stimulating environment. Children of all ages play happily with staff and their friends

### Personal development, behaviour and welfare are good

Staff support children's emotional development well and children form close and trusting relationships with the attentive staff. Younger children are readily comforted by their key persons. Children behave well. Staff praise children and offer explanations that further their understanding of how to consider the needs of others. Children are independent and staff offer good support to children and promote their social skills. For example, both younger and older children serve themselves their food at lunchtime. Staff provide a welcoming area for babies to explore freely and safely. Staff plan a wide range of stimulating activities to interest all children.

### Outcomes for children are good

Children of all ages show good progress in all areas of their development. All children progress particularly well in their speaking skills, and older children confidently name and discuss different sounds during a listening game. Toddlers develop an understanding of themselves as they paint self-portraits using vibrantly coloured paint. Children demonstrate strong skills that prepare them well for their next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY246811
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1104024
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Building Blocks Nursery Limited
<b>Registered person unique reference number</b>	RP901340
<b>Date of previous inspection</b>	15 July 2014
<b>Telephone number</b>	0121 355 6175

Building Blocks Nursery registered in 2002. The nursery employs 16 members of staff. Of these two staff hold appropriate early years qualifications at level 6, two staff are qualified to level 5, eight staff are qualified to level 3 and three staff are qualified to level 2. The nursery opens Monday to Friday all year round with the exception of 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.

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