

Building Blocks Nursery

669-671 Kings Road, Birmingham, B44 9HU



Inspection date

29 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff give high priority to safeguarding children and provide a safe and secure environment in which children play and learn.
- The dedicated team of staff work hard to provide high-quality learning opportunities for children in the warm and inclusive environment. The quality of teaching is consistently good. Children progress well from their starting points.
- Parents speak highly of the staff. They are very pleased with the progress their children make, particularly in developing confidence, social skills and speech. Parents receive regular information about their children's next steps, along with suggestions about how they can support their children's learning at home.
- Staff have developed effective links with local schools which help to ensure a smooth transition for children when the time comes. They work very well with other professionals to identify and provide the support children need to make progress.
- Staff attend well to the individual needs of babies. Babies giggle and happily join in activities. They enjoy the space available and play safely.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are not fully developed.
- Occasionally, staff do not give children enough time to explore and investigate resources independently during adult-led activities.

What the setting needs to do to improve further

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

- use the information gained from tracking children's progress to determine whether there are any differences in the progress of different groups of children
- provide opportunities for children to explore and investigate resources independently during adult-led activities.

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 carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and the registered person. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records. She spoke to the manager and the registered person about the setting's self-evaluation document.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff can identify the signs of possible abuse and know who they should contact if they have any concerns about a child's welfare. Robust recruitment and induction systems help ensure that staff are suitable for their role. Staff training and performance management focuses on improving the outcomes for children, sharing good practice and building on the strengths of staff knowledge. The manager provides swift intervention when children need extra help. For example, staff attend training to further support children's communication and language skills. They use their updated skills well to help children learn new words, join in with rhymes and express their ideas. The manager's regular reflection on the service provided includes the views of children, parents and staff. She has effective systems in place to maintain a two-way flow of information with other provisions that children may attend.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills to help children make good progress in their learning from their different starting points. Children demonstrate sustained interest in a wide range of activities, such as using different tools as they manipulate dough. Staff help children to develop their mathematical skills. For example, they ask children to count and group different coloured blocks during construction play. Staff support children's communication and language development well. For example, they ask questions as children play and they listen carefully to what children have to say, helping to extend their sentence construction. Babies and toddlers are deeply engaged as they play with toys with buttons, flaps and simple mechanisms. This helps them to begin to learn to operate and understand simple technology.

Personal development, behaviour and welfare are good

Children are confident and settled in the nursery. Staff help children to learn to keep themselves safe from an early age. For example, they teach them how to use resources safely. Babies eagerly use different tools as they experiment with sand. Staff help children to learn about the benefits of eating nutritious snacks and the importance of personal hygiene. Children learn to be independent and to do things for themselves. For example, they can put on their coat and shoes. Staff use a consistent and positive approach to managing children's behaviour which takes into account their understanding and maturity. Children behave well. Their knowledge is enriched as they learn about other cultures and traditions.

Outcomes for children are good

All children make good progress. They are motivated, confident learners. Children are good communicators and develop effective listening skills. Children can recognise and write some letters of their name. They have a positive attitude towards learning and gain essential key skills that help to prepare them for their future learning, including school.

Setting details

Unique reference number	EY496136
Local authority	Birmingham
Inspection number	1036105
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	69
Name of registered person	Building Blocks Nursery Limited
Registered person unique reference number	RP901340
Date of previous inspection	Not applicable
Telephone number	01213667338

Building Blocks Nursery registered in 2016. The nursery employs 17 members of childcare staff. Of these, all hold relevant childcare qualifications ranging from level 3 to level 6, including one who has qualified teacher status. The nursery operates Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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