

Building Blocks

Grayson, 67 Prenton Road West, Prenton CH42 9PZ



Inspection date	22 August 2018
Previous inspection date	3 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Self-evaluation is effective. Leaders and the well-established team of staff work well together to develop and enhance the exciting learning opportunities available in this stimulating environment.
- Partnership with parents are strong. Staff provide many opportunities for parents to be involved in children's care and learning. They invite parents to children's progress meetings, and share ideas and activities to support further learning at home.
- Staff work exceptionally well with external professionals and value their expertise. This enables staff to provide tailored support packages for children who have special education needs and/or disabilities.
- Children have very secure attachments with staff and their behaviour is very good. They learn from staff, who are very good role models. Staff support children's behaviour in a positive and sensitive way. Children are very clear about the expectations staff have of them and the reasons why.

It is not yet outstanding because:

- At times, staff working with the younger children do not fully consider the aims of the group activities they organise to enable children to remain fully engaged.
- The system in place to supervise and monitor staff performance is in its infancy and is not fully embedded. Leaders do not set focused targets that would allow staff to improve teaching even further.

What the setting needs to do to improve further

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

- focus more precisely on the organisation of group activities to help younger children to become more involved, and maximise their engagement and learning opportunities
- continue to enhance systems for the supervision and monitoring of staff performance and help to raise the quality of teaching to even higher levels.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery owner.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff carry out robust risk assessments to identify and remove the risk of potential hazards to children. Staff encourage older children to recognise dangers and help keep the environment safe. For example, older children talk about safety as they tidy the garden before the younger ones access the space. Leaders are committed to helping staff to extend their skills and knowledge. Staff attend regular training and have opportunities to develop their professional skills. Leaders and staff track the progress of individuals and groups of children. They ensure that gaps in children's learning are recognised and addressed through planning to help individual children catch up.

Quality of teaching, learning and assessment is good

Staff spend a considerable amount of time working with parents, to gain information about children's interests and what they can already do when they start at the setting. Children play and learn in a stimulating and suitably challenging environment, indoors and outdoors. For example, they relish the opportunities to construct a car using a variety of materials in the garden. Staff use this opportunity to promote children's thinking skills and use of descriptive language. For instance, as children talk about the vehicle they have made, conversations lead on to imagining a drive to Cyprus, following a child's opinions. Older children learn to listen carefully to the sounds that letters represent. For example, they clap the number of syllables in names as they consider the sounds. This helps to promote children's literacy skills effectively.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time spent in the nursery and enjoy many opportunities to develop their physical skills. For instance, children use a variety of bicycles and scooters to manoeuvre around the outdoor environment. Children develop good balance and coordination. For example, younger children learn to climb and manipulate ramps and slopes. A key-person system is in place which works well. This helps children to feel safe and secure in the setting. Children have good support from an early age to explore new experiences. They are curious about new people and keen to learn. Staff provide many opportunities to help children to develop an understanding of their community. For example, they plan trips to support children's learning about farms and wildlife.

Outcomes for children are good

Older children are enthusiastic learners. They confidently use descriptive language to describe their feelings and thoughts, and recognise the views of one another. Children are self-assured and independent, and confidently practise their self-help skills. For example, they use the bathroom independently, wash their hands and pour drinks at mealtimes. All children make good progress from when they first start. They are well prepared for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	306356
Local authority	Wirral
Inspection number	10066909
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	40
Number of children on roll	65
Name of registered person	Building Blocks (Wirral) Limited
Registered person unique reference number	RP906092
Date of previous inspection	3 September 2015
Telephone number	0151 609 1049

Building Blocks Day Nursery registered in 1997. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

