

# Building Blocks Preschool And Daycare Ltd



21a Church Street, WALTON-ON-THAMES, Surrey KT12 2QP

<b>Inspection date</b>	14 November 2018
Previous inspection date	18 February 2016

<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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The nursery setting is well led and managed. Procedures for recruiting and vetting staff are robust. Staff are provided with regular one-to-one supervision, mentoring and coaching, external training to support to achieve higher level qualifications.
- All children, including children who have special educational needs (SEN) and/or disabilities and children who are learning English as an additional language, make good progress overall from their starting points. In some aspects of learning children make outstanding progress.
- The indoor environment is very welcoming and stimulating. Clever use of partitioning for pre-school children and a newly created designated area for two- to three-year-olds helps to prevent children becoming distracted.
- Staff plan a superb variety of activities to teach children about the wider world and to promote compassion. For example, children visit and sing to elderly care home residents, and they recently laid their self-made poppies in the local war memorial ground.
- The manager and staff forge good partnerships with parents and external agencies, such as speech and language therapists. Regular communication between them helps to ensure children receive consistent support.

### It is not yet outstanding because:

- Managers' monitoring systems are not highly focused on evaluating and tracking the progress made by individual and groups of children. Some gaps in staffs' assessments on children are not always identified.
- Activity planning for outdoor play and learning does not yet match the higher quality provided indoors.

## What the setting needs to do to improve further

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

- strengthen procedures for identifying children's individual progress and next steps for learning, and for tracking the progress of individual and groups of children
- develop further the planning for outdoor play and learning so that children who prefer to spend their time in this environment have access to activities that match the high-quality provided indoors.

### Inspection activities

- The inspector observed children engaged in activities and staff's interactions with them, indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding, staff's suitability and the nursery's quality assurance processes.
- The inspector spoke to parents and took account of their views of the nursery.
- The inspector spoke to staff individually and held meetings with the provider, manager and deputy manager.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Risk assessments are thorough and effective in keeping children safe. Robust procedures are implemented to help ensure that children's individual dietary needs are met. Mobile phone security is strong. Staff deployment is well organised and there are high staff-to-child ratios. Staff with lead roles, such as the special educational needs coordinator, are well trained. Managers and staff are all clear about the procedures to follow if they are concerned about any aspect of children's welfare, and attend relevant training for their individual roles. Managers make good use of self-evaluation to identify and target priorities for improvement. For example, a new programme for promoting mathematics and literacy is being introduced.

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

Although the systems for completing assessments on children are not fully effective, staff do plan and provide many exciting and challenging activities that link with all areas of learning. In some instances direct teaching is excellent. For example, a short simple word, such as 'mat', is promoted to pre-school children every week. Staff sound out the letters slowly at first then repeat more quickly so that children learn to blend them together. Parents say they are amazed by children's developing knowledge, for instance, their awareness of different types of art and music after attending local exhibitions. Designated staff are developing specialist skills to assist them in supporting children who have SEN and/or disabilities.

### Personal development, behaviour and welfare are outstanding

Children learn to value the differing needs of others and appreciate their own good health through inspiring activity planning, such as taking part in national charity events. Children become extremely positive and knowledgeable about different traditions and beliefs. They engage in enormously enjoyable activities and experiences, such as having henna designs painted on their hands and learning to dance to Indian music wearing traditional attire. Staff skilfully explain to children, when they take part in charity events, how they are helping the cause. Staff gain detailed information from parents about their designated children's well-being needs before they start attending and ensure these are consistently met. Overall, children's behaviour is exemplary. Parents describe how children inspiringly recognise older siblings' emerging misbehaviour at home and proceed to promote the calming yoga they learn at the nursery setting.

### Outcomes for children are good

Children are well prepared for their eventual move on to school. They are emotionally secure. Pre-school children manage their own personal care needs competently. They enjoy engaging in experiments, such as making organic soap from essential oils and creating jumping raisins using bicarbonate of soda. Children follow simple instructions in French. They develop good writing skills and older children are nearly at the stage of reading. Boys and girls enjoy constructing, especially with magnetic squares and triangles that they transform into cubes and prisms.

## Setting details

<b>Unique reference number</b>	EY486143
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10083920
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Building Blocks Preschool And Daycare Ltd
<b>Registered person unique reference number</b>	RP903449
<b>Date of previous inspection</b>	18 February 2016
<b>Telephone number</b>	07887393938

Building Blocks Preschool and Daycare Ltd registered in 2015. It is privately owned and situated within the town centre of Walton-on-Thames, Surrey. There are 13 members of staff, including the provider and manager. Of these, three, including the provider and manager, hold degree qualifications at level 6 in childcare and education. Seven staff hold relative qualifications at level 3 and this includes one member of staff with a diploma in Montessori teaching. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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