

# Inspection of Building Blocks

81 Fulwell Road, Teddington, Middlesex TW11 0RJ

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Inspection date: 27 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are active and motivated learners. They have access to a wide variety of toys and resources that reflect the rich diversity of the nursery. For example, through multi-cultural toys and books, children develop an awareness of similarities and differences between people. Children have plenty of opportunities for fresh air and exercise. A range of suitable equipment, such as ride-on tricycles and balancing crates, gives children opportunities to test and improve their physical skills.

Children respond well to staff's appropriate expectations of what they can do and achieve. For instance, the older children complete manageable tasks for themselves, including their personal needs. Children gain good independence skills from a young age. Children's behaviour is good. They are starting to play cooperatively with or alongside their peers. For example, during an activity, babies had lots of fun exploring shredded paper together.

Children show that they feel safe and secure at the nursery. They move around the indoor and outdoor areas freely and happily. Children develop close attachments with staff, who are kind, caring and approachable. Staff give children lots of praise and encouragement that support children's emotional well-being effectively.

## **What does the early years setting do well and what does it need to do better?**

- Staff report that they receive good levels of support and coaching from the management team. Since the last inspection, some staff have had the opportunity to enhance their knowledge of how to quickly identify and refer children with special educational needs and/or disabilities (SEND). Children receive targeted support that enables them to catch up with their learning.
- The management team is highly committed to providing children and their families with a high-quality service. Through the self-evaluation process, the team acknowledges that, at times, not all staff know when to support children's play. This does not fully extend children's learning.
- Staff observe and assess children's learning regularly. They implement a broad and ambitious curriculum to help children to make good progress. For example, staff provide a well-thought-out curriculum that focuses on developing children's language skills. They offer children small-group times and story and singing sessions to extend their vocabulary.
- There are close partnerships with parents. Parents speak highly of staff and feel well supported, including during the COVID-19 pandemic. Staff communicate with parents in various ways to engage them in their children's learning and development. The strong partnerships between parents and staff have a positive impact on children's development.

- Staff ensure that children are supported well when they join the nursery. For instance, they offer a visit to the child and their family in their home environment to begin close partnership working. However, some staff, particularly those who work with older children, do not fully support children to move between activities and other aspects of the daily routine. Children's focus and engagement are not always sustained at this time.
- Staff work well with other professionals to support children in receipt of funding and those with SEND. For instance, they share information with speech and language specialists to achieve a consistent approach.
- Children enjoy home-cooked meals at nursery, with a range of nutritious and healthy foods. These include a range of fruit, such as mangoes and berries. Children have access to fresh drinking water. Children develop healthy eating habits.
- Children have good manners. They are learning to use 'please' and 'thank you' appropriately, to show their respect and kindness for others.
- Staff follow consistent hygiene procedures. For example, they encourage children to wash their hands before handling food and after toileting. Toys and resources undergo frequent and thorough cleaning every day. Staff prevent the spread of infection and protect children's good health.
- Staff are successful in incorporating numbers and simple mathematical concepts, such as addition and subtraction, into everyday play-based activities. Children count spontaneously and during activities with increasing confidence.

## Safeguarding

The arrangements for safeguarding are effective.

The members of the management team understand their role and responsibilities in safeguarding children. They conduct a thorough check of staff to establish they are suitable to work with children. There are good procedures for preventing unauthorised entry into the nursery. Staff deployment is effective. Staff are vigilant in their supervision of children, indoors and outdoors. They know how to identify any concerns about children and the reporting procedures they must follow. Staff are confident in recognising signs that might indicate that a child may be at risk of being exposed to extremist views or being abused online.

## What does the setting need to do to improve?

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

- develop a consistent approach to supporting children's play across the staff team
- support staff to plan more effectively for children's transitions between activities and the daily routines, to enable children to remain focused and engaged.

## Setting details

<b>Unique reference number</b>	EY330875
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10138182
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	169
<b>Name of registered person</b>	Building Blocks Child Care Ltd
<b>Registered person unique reference number</b>	RP522744
<b>Telephone number</b>	0208 943 2227
<b>Date of previous inspection</b>	24 March 2016

## Information about this early years setting

Building Blocks registered in 2006. It is one of four nurseries operated by Building Blocks Child Care Limited. The nursery is located in the London Borough of Richmond upon Thames. It is open from 7.30am to 6.30pm, Monday to Friday, all year round. There are 32 staff members who work directly with children. One staff member holds qualified teacher status and 19 staff members hold early years qualifications from level 2 to level 6. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The management team showed the inspector around the nursery and explained how staff think about and implement the curriculum. Together, they held discussions about leadership and management matters.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact these have on children's learning. The inspector and the management team carried out two joint observations of practice.
- Parents and staff spoke with the inspector to share their views on the setting. Children interacted with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents, including evidence of training and the suitability of staff members.

We carried out this inspection 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.

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