

Inspection of Building Blocks Kids Nursery

413 High Road, Cac Building, London N17 6RD

Inspection date: 22 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The recent changes in staffing affect the overall effectiveness of this early years provision. Many children do not have an established key person to help them settle and feel emotionally secure. In addition, staff do not always deploy themselves adequately to ensure children's safety and to meet their individual needs. Some children are unsettled and often on the outskirts of play and activities. The quality of education is inconsistent and, at times, ineffective. The provider does not implement a curriculum that is ambitious or clear for staff to follow. Areas of the indoor and outdoor play areas are not well organised or planned to support children's learning and development. This results in children not always engaging, as they become restless and bored. Younger children are sometimes seated in chairs that are too low for them, so they struggle with their posture and cannot reach the activities on the table. Risk assessments of the environment and resources have not been completed effectively. This means children's safety and well-being are compromised.

Although staff know about some areas of children's individual learning needs, they do not provide teaching that supports children well enough. In particular, not all children receive sufficient support for their communication and language development. Staff do not know how well children are progressing or whether they need additional support. This puts all children, including those with special educational needs and/or disabilities, at a disadvantage. Staff do not consistently extend children's language or pick up on their attempts to speak. This means children, sometimes, do not hear enough language to help them further develop their vocabulary and sentence structure. In addition, children do not receive an adequate level of challenge. Staff do not seek basic information from parents for children who speak English as an additional language, including about languages spoken at home or any key words they can use in the setting. These weaknesses do not promote effective partnership working or support children who are learning English as an additional language. As a result, children are not making sufficient progress in their learning.

Despite the weaknesses, children arrive at the nursery happy and confidently leave their parents. Staff greet them warmly and some children show that they are content in their care, as they seek reassurance from them. Children are active and ready for a new challenge. They behave appropriately as they learn to negotiate with one another during play. The newly appointed manager has started to role model how to lead focused activities with staff. This includes during circle time, so that children are engaged. The manager provides props to encourage children to sing and bring the story to life. Children actively take part, moving their bodies and proudly saying their names.

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

- The provider does not monitor the provision effectively. Prior to the new manager being appointed, weaknesses in practice have not been identified. Staff have not benefitted from effective supervision, training and support to help them improve the quality of their teaching and individual effectiveness.
- The newly appointed manager does have high expectations of staff's performance. She has plans to offer targeted support to ensure staff develop and improve their skills. However, this is in the very early stages. Some of the required documents are not readily available for inspection. This includes for staff suitability and qualification certificates. The provider and manager expressed their commitment to make improvements after breaches were identified at the inspection.
- Children enjoy playing in sand and with foam in large trays. They use tools to scoop and pour, and watch the mixture trickle through the containers. They are developing problem-solving skills, as they work out how to balance on the climbing frame and negotiating the space as they follow each other in a circuit.
- Staff say their well-being is supported with care and consideration. The provider and new manager demonstrate a caring approach towards staff. New staff now have regular meetings as part of their induction, which helps them settle in to their roles. However, the provider and manager recognise that some staff have not had frequent supervision and that they are not yet on target with providing these meetings. As a result, some staff are not getting enough support to help them improve their skills and practice.
- The areas used for children are not all clean and hygienic and risk assessments are not thorough. All areas of the setting require a deep clean. Furniture, including the nappy changing unit, are not clean and group rooms floors and doors are not well maintained or clean. This poor hygiene practice does not promote the good health and safety of children.
- The provider's risk assessments are not effective. Staff do not carry out regular fire evacuations or identify all potential hazards to eliminate them and maintain children's safety. This includes broken resources and furniture with sharp edges and staples exposed, which may put children's safety at risk. In addition, children use adult height sinks in the bathroom. They are required to stand on plastic steps that are insecure on tiled floors that are slippery.
- Although staff carry out assessments of children's development, they are not always clear about what they want children to learn. Staff do not implement a curriculum that focuses precisely on helping children to work towards their next steps in learning. Activities they plan lack learning intentions and children soon lose interest.
- The required progress check at two years to share with parents and other professionals has not been completed for any of the children currently attending the setting. Children who speak English as an additional language are not always well supported. This isolates children and does not help them settle, form attachments and develop their communication skills. Furthermore, it does not help children, especially those with special educational needs and/or disabilities, who may need extra support.
- Although some parents are happy with the nursery, partnership with parents,

overall, is poor. Some parents say that staff do not communicate with them about the progress their children are making or inform them about learning at home. Many parents have no contact with their children's key person. Parents who speak English as an additional language have not been included adequately in their children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not thorough and fire evacuations have not been completed regularly enough. This has a significant impact on children's safety. Poor practice does not promote the good health and safety of children. The provider fails to ensure documents used to verify the suitability of adults who work with children are available for review, in order to promote children's welfare. The newly appointed manager has identified areas to improve, that includes regular meetings with other professionals to share information effectively and keep children safe. However, poor risks assessments, staff deployment, and staff's insufficient knowledge of safeguarding procedures are not currently adequate and this puts children's health and safety at risk.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff gain an up-to-date knowledge of local safeguarding partnership procedures, including where and when to report concerns about children and where to report any allegations	12/04/2022
keep clear records of staff qualifications and the identity checks and vetting processes that have been completed	12/04/2022
ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, including an emergency evacuation procedure and regular fire drills	12/04/2022

ensure that the premises and outdoor spaces are fit for purpose and suitable for the age of children cared for, including the activities provided on the premises, and comply with requirements of health and safety legislation	12/04/2022
improve hygiene and cleaning practice within the nursery to help minimise the spread of infections, to keep the children and staff healthy and safe	12/04/2022
establish effective key-person arrangements, so that children's individual needs are met and children develop a strong relationship with a consistent familiar person	12/04/2022
complete a progress check when children are aged between two and three years and provide parents with a written summary of their children's development, including any areas where their progress is less than expected.	12/04/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
take reasonable steps to provide opportunities for children to develop and use their home language in play and learning and ensure that children have sufficient opportunities to reach a good standard in the English language	29/04/2022
ensure that play equipment is organised both indoors and outdoors in a way that meets the needs of children, with particular regard to ensuring a wide range of interesting and challenging play activities	29/04/2022

provide children with access to a broad curriculum, so they can acquire knowledge, understanding and skills to help them make the best possible progress and become successful learners.	29/04/2022
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Setting details

Unique reference number	2510438
Local authority	Haringey
Inspection number	10216543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	12
Name of registered person	Building Blocks Kids Nursery Limited
Registered person unique reference number	2510437
Telephone number	07956518732
Date of previous inspection	Not applicable

Information about this early years setting

Building Blocks Kids Nursery registered in 2019 and is located in the London Borough of Haringey. The setting cares for children Monday to Friday from 7.30am to 6.30pm 51 weeks of a year. There are six members of staff including the manager. Of these half hold qualifications from level 2 to level 5. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Catherine Greene

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.
- This inspection was carried out following Ofsted's risk assessment process.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intentions for children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the interactions between staff and the children, and spoke with staff at appropriate times.
- The manager completed a joint observation with the inspector and evaluated the impact on children's learning.
- The inspector held a meeting with the Nominated Individual and manager and viewed a range of documentation.

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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