

# Inspection of Building Blocks Day Nursery Bold Heath

School Lane, WIDNES, Cheshire WA8 3UZ

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Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excitedly at the welcoming nursery, where staff greet them warmly at the door. Babies giggle as staff play 'peekaboo' with them. They show delight and feel secure as they look at photos of their families in a personal scrapbook. Toddlers are happy as they explore the texture of mud. They pour in water and mix it to make 'cakes'. In turn, they develop the muscles in their hands in readiness for writing. Pre-school children concentrate intently as they create porridge for the three bears. They persevere in this challenging task, measuring out ingredients until the consistency is correct. Children are challenged and show a positive can-do attitude to their learning.

Children behave very well; they are kind and offer help to one another. Staff use clear and consistent reminders, for example for children to use their 'walking feet', 'listening ears' and 'kind hands'. This helps children to understand what is expected of them and learn right from wrong. Following the COVID-19 pandemic, leaders have noticed children lack confidence in social situations. Priority has been given to supporting children's personal and social skills. Children have an array of experiences to help develop these skills. As a result, children show a real love of learning as they explore their surroundings and environment with great confidence.

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

- Communication and language development is well supported. Staff model correct language and continually introduce new words that build on children's vocabulary. They work with other professionals, such as speech therapists, to implement effective strategies to help children who may need additional support. Consequently, children are confident communicators.
- Managers value staff and give high priority to staff well-being. Staff say they feel valued and that they have a manageable workload. However, leaders have not yet fully established an effective programme of professional development to raise the standard of teaching to the highest level.
- Children access a wealth of exciting experiences to ignite their interest and learn about the world. They learn how to tend to animals and purchase seeds when they visit a local farm. As a result, children have developed a real interest in nature and growing. They love to collect apples from the small orchard in the nursery garden to use in the meals they eat. As a result, children develop their skills and talents.
- Staff provide fantastic opportunities for children to develop independence and a sense of responsibility. Younger children are eager to tidy up and help each other. Older children have allocated jobs. They show pride as they explain their responsibilities. Children carefully set the table with tablecloths, water jugs and vases full of fresh flowers. Children beam as they eat and chat with their friends.

These exemplary experiences help children develop into positive characters.

- Children's uniqueness is valued and celebrated by staff. Children learn about their peers and the special events in their lives such as Diwali, Chinese New Year and Christmas. Staff ensure resources reflect the heritage and culture of children who attend. They help all children to communicate with them, for example by teaching young children sign language. This helps all children to feel secure and valued.
- Partnerships with parents are strong. Parents give overwhelmingly positive feedback about the nursery. They feel valued and appreciate the 'caring attitude' of the staff. Parents receive detailed information about their children's experiences and what they can do to support learning at home. Staff share information about a 'book of the month' and provide ideas for interesting activities for children to complete at home. This helps children and their families develop a love of reading.
- Staff plan meaningful activities that follow a sequence of learning. Young children and babies climb on low-level equipment and play with sensory materials to develop their muscle control. Older children operate tools and twist bolts onto nuts to develop strong hands needed to write. They climb and run as they explore the garden. These opportunities help to develop children's physical strength and prepare them for future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have an in-depth awareness of the action they would take should they have concerns about a child's welfare. They confidently describe the possible signs and symptoms that may indicate a child is suffering from harm. Leaders require all staff to refresh their training regularly to ensure that their knowledge and skills remain up to date. Staff have a strong knowledge of how to keep children safe. For example, they frequently check equipment and areas used by the children to ensure they are safe and suitable. Children help staff to complete risk assessments of the nursery. This helps children to keep themselves safe.

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

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

- enhance the programme of professional development, to raise staff practice to a higher level.

## Setting details

<b>Unique reference number</b>	EY494047
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10217720
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Building Blocks Day Nursery (Bold Heath) Ltd
<b>Registered person unique reference number</b>	RP903161
<b>Telephone number</b>	0151 420 4596
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

Building Blocks Day Nursery Bold Heath registered in 2015. The nursery employs 10 members of childcare staff. Of these, eight hold relevant early years qualifications at level 3 and one has a relevant qualification at level 2. The nursery is open all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Deborah Magee

## 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 owner and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she intends for children to learn. Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of group activities.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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