

# Inspection of Building Blocks Kids Nursery

413 High Road, Cac Building, London N17 6RD

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Inspection date:

12 September 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

Children are settled in this welcoming environment. Staff work hard to build close relationships with both the children and parents. They get down to the children's level and interact with them, speaking warmly and positively.

Children enjoy being at nursery and participate in a variety of interesting activities that staff plan for them. Older children learn to pedal on bikes and balance on beams. Younger children enjoy playing in the sand and making marks with chalks and pencils. However, the quality of interactions between staff and children is variable, and there are some inconsistencies in the teaching children receive. This means that not all children are making as much progress as they could be.

Overall, children behave well. They show kindness to their friends if they are hurt or upset. They listen to staff and follow instructions. However, staff are not consistent in the boundaries they put in place. For example, when children run indoors some staff will address this and explain why it is important to walk. Other staff do not, however, and this leads to children feeling confused about what is expected of them.

Staff care about the children and interact warmly during care routines, such as mealtimes and nappy changes. Children approach staff if they need reassurance and comfort. This helps them feel safe and secure.

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

- Leaders have worked hard to address the weaknesses identified at the last inspection. They have a targeted action plan that they are working towards to drive improvement. This has had a positive impact on ensuring children are kept safe at the setting. However, it has not yet had time to have a positive impact on the learning and teaching across the setting. This means not all children are receiving good levels of support in their learning.
- Staff plan activities based on children's interest, on what they know and on what they can do. They plan next steps which are linked to what they want children to learn. However, not all children are receiving good levels of support in their learning. This is due to the quality of teaching and the interactions from staff not being consistently good.
- Children have opportunities to learn and develop their independence skills, such as washing hands, using cutlery independently and dressing themselves. However, due to variable teaching and inconsistency in the quality of interactions, not all children are given the same learning experiences as others. For example, staff will carry out these tasks for younger and less able children.
- Generally, children are motivated to learn. They approach activities with

excitement and curiosity. However, during activities children can find it hard to focus as the noise levels can become too loud and distracting. This can lead to them becoming uninterested.

- During the day transitions for children are not always smooth, and sometimes they can wait for long periods for an activity to begin. During this time some children become restless and find it difficult to maintain good behaviour.
- Staff have attended training to support their professional development and have supervision sessions with the manager. However, this does not always identify and address weakness in teaching and practice of some staff. This has an impact on the quality of teaching and learning. Therefore, not all children are making as much progress as they could be.
- The manager understands how to support children with special educational needs and/or disabilities, those who have English as an additional language and those who may be disadvantaged. They identify concerns and work with parents and other professionals to put appropriate strategies in place. Staff use information from parents to help them settle in the nursery, using key words, for example, in a child's home language to support them.
- Parents value the daily feedback they receive, and they describe staff as kind and caring. The nursery has recently introduced an app to share learning with parents. However, not all parents access this. This means that not all parents are aware of what their children are learning and how they can support this at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. They know the signs that may indicate a child at risk of harm. Staff have a clear understanding of what to do if an allegation is made against them or a member of staff. They closely supervise children and provide a secure environment to ensure children remain safe. Daily risk assessments are carried out before the children arrive, and the provision is clean and safe. The provider carries out suitable checks on staff to ensure they are safe and suitable to work with children.

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

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

	<b>Due date</b>
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improve supervision, coaching and mentoring of staff so it specifically identifies and addresses weakness in teaching	14/10/2022
support staff to ensure they manage children's behaviour consistently	14/10/2022
raise the quality of interactions and teaching to ensure staff are consistently guiding children's development to a good level and all children make the best possible progress	14/10/2022
review transitions throughout the day so children are not waiting too long.	14/10/2022

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

- develop ways to share information with parents so they are involved in their child's learning and continue learning at home
- create an environment where children are able to concentrate and focus at their chosen activity, with specific regard to managing noise levels.

## Setting details

<b>Unique reference number</b>	2510438
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10237421
<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 3
<b>Total number of places</b>	45
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Building Blocks Kids Nursery Limited
<b>Registered person unique reference number</b>	2510437
<b>Telephone number</b>	07956518732
<b>Date of previous inspection</b>	22 March 2022

## Information about this early years setting

Building Blocks Kids Nursery registered in April 2019 and is located in the London Borough of Haringey. The setting cares for children Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. They close on bank holidays and over the Christmas period. The nursery employs six members of staff, including the manager. Four members of staff hold qualifications in childcare at level 3 and above.

## Information about this inspection

### Inspector

Nelam Pooni

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- The inspector held discussions with the nominated individual, manager and staff throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about the experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between staff and children.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service (DBS) checks.

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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