

Inspection of Building Blocks Day Nursery (NW) LTD

Building Block Nursery, Sutherland Road, Heywood, Lancashire OL10 3PN

Inspection date: 12 October 2022

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

The provision is good

Children arrive happy and willing to learn in the stimulating environment, carefully considered by staff. Children have close bonds with all staff and settle with ease. This supports children's welfare and emotional development. Children develop positive friendships with others. They learn how to be caring and to help one another. For example, children help their friends to work out how to tidy up the toy cars, showing them how to move the cars so the drawer shuts properly. From an early age, children make choices in their play from a wide range of resources and freely explore the environment. Staff work well to build relationships and are kind and attentive to the children's wants and needs. This helps children to feel safe and secure. Babies like playing in the water. They enjoy splashing around and blowing bubbles. This supports their core strength and physical skills.

Children become highly confident, including those who are newer to the setting. They are extremely motivated and eager to have responsibilities. Staff encourage children to work together effectively to complete a task. For example, children hold the edges of a large parachute, rolling a ball back and forth, preventing it from falling off the parachute. Children are very proud of their achievements. Staff have high expectations of children's behaviour and children behave extremely well. They know the rules of the setting, including walking inside. All children, including those with special educational needs and/or disabilities (SEND), show positive attitudes towards their learning, make good progress and are ready for their next stages in learning.

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

- Children who receive additional funding, particularly those with SEND are well supported. Management use funding with flexibility to meet individual children's needs. Staff are skilled in identifying additional needs early. They then work effectively with a range of professionals to ensure that all children make the best possible progress.
- Children's independence is promoted well. For instance, children are encouraged to wipe their face and hands before and after mealtimes. Good hygiene practices are in place. Children understand the importance of washing their hands. In addition, children learn about good oral hygiene and healthy food choices. This helps support children to develop some of the skills they will need in readiness for school and raises their awareness of leading a healthy lifestyle.
- Staff have a detailed understanding of how children learn. They make regular assessments of what children know and can do. Staff use this information to plan interesting experiences for children. However, on occasions, staff do not consistently provide children with enough challenge in their learning, to further enhance their thinking skills. For example, children are encouraged to use their

imagination skills, creating their own clay monsters. However, resources are somewhat limited, and this occasionally prevents children from being challenged to fully develop their ideas and critical thinking skills.

- Overall, staff provide a stimulating environment for children to learn and play. They plan a range of interesting activities that enhance children's learning across several areas. For example, children learn to thread the beads onto the rope to create their own necklace. This helps support children's fine-motor skills and mathematical development. However, staff do not always effectively provide experiences that consistently promote learning for children who prefer to play and learn outdoors.
- Partnerships with parents are strong. Parents comment on how supportive and flexible staff are. They feel fully informed of their child's progress and enjoy the opportunities to have parents evenings. Staff provide resources, such as a lending library, to encourage parents to build on children's learning at home.
- Managers ensure they support staff development well. They are aware of the strengths and weaknesses within the team and take action to support all staff. For example, they use skilled staff from their other settings to act as positive role models during planned activities. During story time, an experienced practitioner demonstrates how to use a range of props to support the story telling. This helps to keep the children engaged. This also demonstrates how effective systems support staff members to build on the good practice already used in the nursery. This further enhances children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate an excellent understanding about all safeguarding and child protection issues. They are very secure in their understanding of the nursery's procedures to follow should they have any concerns about children or adults working in the setting. All staff are confident in spotting the signs and symptoms of abuse and know the procedures to make a referral. The manager has clear procedures in place to ensure that adults working with children are checked for their suitability.

What does the setting need to do to improve?

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

- support staff to continuously provide opportunities to challenge children's learning
- plan purposeful play opportunities for the children who prefer to play and learn outdoors.

Setting details

Unique reference number	EY461027
Local authority	Rochdale
Inspection number	10236137
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	99
Number of children on roll	58
Name of registered person	Building Blocks Day Nursery (NW) Limited
Registered person unique reference number	RP531940
Telephone number	01706620025
Date of previous inspection	7 November 2016

Information about this early years setting

Building Blocks Day Nursery (NW) LTD was registered in 2013. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out two joint observations.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, including first-aid certificates.

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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