

Inspection of Building Blocks Nursery

Cherry Orchard Primary School, Cherry Orchard Road, Handsworth Wood,
Birmingham B20 2LB

Inspection date: 27 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at this nursery and receive a warm welcome from staff. They separate from their parents with ease and enter confidently. Children develop secure relationships and attachments with staff. They are happy and well cared for at this setting. Children feel very safe and secure. Staff speak warmly to the children. They give them 'high fives' and lots of praise throughout the day. Children respond to this praise proudly, with big smiles.

Pre-school children enjoy playing a range of educational games offline on the nurseries interactive board. They learn cause and effect, as they use their fingers to navigate the cursor on the screen. Children confidently use the touch screen for making marks and develop their mathematical skills, as they complete the puzzles and games.

Children behave well and use good manners; positive behaviour techniques are actively used by staff. Children take turns choosing their favourite nursery rhyme and willingly follow instructions, such as lining up to go outside. The manager and provider have high expectations for all children. Consequently, all children, including those in receipt of additional funding, and those with special educational needs and/or disabilities make good progress in their development.

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

- The manager and staff have created an ambitious curriculum on what they want the children to learn. While the curriculum is interesting and varied for children, some staff do not fully understand how to plan and deliver a curriculum based on children's interests and developmental needs, which would further deepen learning and aid progress.
- Children learn about diversity in positive ways. For instance, children enjoy learning about each other's similarities and differences when learning about different festivals and cultural days. For example, they create 'diva lamps' and biscuits when learning about Diwali. Children and staff come to nursery in a range of traditional costumes that respect their own cultures. This helps children to develop respect and interest in other's lives that are different to their own.
- Staff promote children's physical health. Children enjoy playing outside in the fresh air. They have access to a range of equipment and activities that help them to build their muscles and move their bodies. For example, children skilfully move across an obstacle course, using their arms and feet to keep their balance. However, staff do not consistently ensure that children are provided with a wide range of learning opportunities outdoors. This does not fully support those children who prefer to play outside.
- Staff plan and provide interesting play activities that develop babies' curiosity.

They create a calm, relaxing space for babies to explore and engage in sensory-play experiences. Staff encourage older babies to develop their hand-to-eye coordination. For instance, staff recognise when they can teach children to use tools and equipment themselves while painting, for example by changing the paintbrush with a sponge stamp. This encourages children to complete tasks for themselves. Babies and young children have a calm space for daytime sleeping.

- Staff strongly promote children's love of books. They choose specific books to focus on each day, which relate to the curriculum and children's present interests. For example, in addition to reading the book 'The Tiger Who Came to Tea', children use their imagination as they pour water into teacups and explore the different smells the flavoured tea bags produce. There is also a lending library for children, where they can choose and borrow books to continue their love of reading at home.
- Engagement with parents is excellent. Parents are happy with the progress their children make and with the provision. Parents benefit from staff who are bilingual and can communicate in their home languages if needed. They comment that they felt fully supported during the COVID-19 pandemic and benefitted from frequent contact and activity ideas they received.
- The manager implements an effective programme of supervision and appraisal for all staff, to foster a culture of mutual support and build on the already good practice. She is very reflective and strives to make the setting the best it can be for the children and families who attend. The manager includes staff, parents and children in her evaluation of the nursery to help her identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge. They are alert to the signs and symptoms of abuse and know who to refer to if they have concerns about a child's welfare. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The manager carries out safer recruitment checks to ensure the ongoing suitability of staff working with children. Staff supervise young children to carefully walk from their rooms upstairs to the outdoor area downstairs.

What does the setting need to do to improve?

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

- review the way in which staff plan and use the environment to give children the best possible learning opportunities outside
- support staff to develop a deeper understanding of how to deliver the curriculum, to further improve teaching skills and outcomes for children.

Setting details

Unique reference number	EY280115
Local authority	Birmingham
Inspection number	10259786
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	78
Name of registered person	Building Blocks Nursery Limited
Registered person unique reference number	RP901340
Telephone number	0121 523 0999
Date of previous inspection	14 August 2017

Information about this early years setting

Building Blocks Nursery registered in 2004. It operates within the building of Cherry Orchard Primary School, in Handsworth Wood, Birmingham. It opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. The nursery employs 27 staff. Of these, six are qualified to level 6, one at level 5 and 16 at level 3. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of activities with the manager.
- 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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