

Inspection of Building Blocks Preschool Nurseries Ltd

St Andrews Church, Church Road, Watford WD17 4PY

Inspection date:

29 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The provider does not ensure that they consistently meet their legal roles and responsibilities in respect of notifications that must be made to Ofsted. This shows a lack of efficiency in the leadership and management. However, this breach in the statutory requirements does not have a significant impact on children's welfare.

Children thrive in this nurturing and caring nursery. Staff are welcoming, and children arrive with enthusiasm and excitement, ready to start their day. There is a sense of purpose and focus all around the nursery. Children self-register when they arrive by finding their names and choose how they would like to be greeted. For example, they can have a handshake, a hug, or a fist bump. There is a family board where they have photos of their families and people who are familiar to them. Children discuss these people with their friends, teachers and visitors. They gain a true sense of belonging, helping them to settle quickly.

Children demonstrate good behaviour. They show kindness and consideration for each other, and this results in high levels of well-being. Children are respectful and know how to share and take turns. For example, children wait patiently while their friends complete a germ experiment. They put their hands in the water, discussing whether it is hot or cold.

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

- The provider does not fully understand the requirement of when to make notifications to Ofsted, in particular allegations against staff. In addition, the safeguarding policy is incorrect with regard to these reporting requirements. However, the provider took immediate steps to ensure that the weaknesses were addressed, to help ensure they do not impact on children's safety.
- Children are independent and follow good hygiene procedures. They know to wash their hands after they have played in the garden and before lunch. Children get their own tissues, blow their noses and put the tissues in the bin. Staff provide children with mirrors so that they can see if they are clean. Children learn self-care skills and how to keep themselves safe.
- Staff build on children's language development. For example, when carrying out an experiment using soap and pepper to represent the germs, children state that when they add the soap, the germs move away. Staff explain that they are separating. They discuss whether the water is warm or cold, and staff explain that this is called the temperature.
- Staff plan their curriculum around the children's interests and learning needs. They know the children well and what they need to learn next. Children make good progress from their starting points. Staff support children and prepare them for the next stage of learning.

- There are strong relationships between staff and children. All children are treated with care and respect. Children have choices throughout the day. They vote as a group what they would like to do next and what books they want to read. Staff model good behaviour and are gentle and kind. They respect the children's individuality and provide activities to meet their needs.
- Staff are innovative and creative. They provide interesting and exciting activities, which keep children engaged and actively learning. However, there are occasions when children wait too long for activities to begin because staff do not always prepare the activity efficiently.
- Leaders and staff develop excellent partnerships with parents. Parents say that they would highly recommend the nursery, commenting that their children are 'happy and progressing well'. Parents are kept fully informed of their child's progress. Leaders make considerable effort to settle in new children. They complete home visits and build relationships with parents before their children start.
- Children enjoy spending time in the garden, where they can play on the slide and learn to balance on the stepping stones. They re-enact stories. For example, they go on a bear hunt, negotiating the grass, mud and forest. Children discuss who the author of the story is and the illustrator of the book.
- Staff have a good understanding of how to support children who speak English as an additional language and work closely with parents to prepare them for the next stage of learning.
- Staff work hard to ensure the nursery is fully inclusive. Children with special educational needs and/or disabilities (SEND) receive good care and education. Leaders and staff are knowledgeable and skilled in the identification of SEND and promptly implement strategies to support children, resulting in the most vulnerable children making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The provider does not ensure that their policy and procedure to follow in the event of an allegation being made against a member of staff is correct in all aspects. However, the provider does know how to liaise with the local statutory agencies for any concerns about staff. Staff understand how to safeguard children. They complete regular training to ensure that their knowledge is up to date. Leaders and staff recognise the possible signs of abuse and neglect. They are aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The providers have rigorous recruitment and vetting arrangements in place to ensure that staff working with children are suitable for their role. This helps to keep children safe from harm.

What does the setting need to do to improve?

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

	Due date
improve knowledge of notifications that must be made to Ofsted	13/12/2022
ensure that the safeguarding policy includes a clear procedure to follow in the event of an allegation being made against a member of staff.	13/12/2022

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

- help staff to plan the resources required for activities more effectively to minimise the waiting time for children.

Setting details

Unique reference number	2597650
Local authority	Hertfordshire
Inspection number	10251451
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	18
Name of registered person	Building Blocks Pre-School And Nurseries Limited
Registered person unique reference number	RP549688
Telephone number	07581 443 479
Date of previous inspection	Not applicable

Information about this early years setting

Building Blocks Preschool Nurseries Ltd registered in 2020. It is one of two settings run by the providers. The nursery operates from a church hall in Watford, Hertfordshire. It opens Monday to Thursday, from 8.30am to 3.30pm and Friday, from 8.30am until 11.30am, during school term times. There are four staff, of whom three hold an early years qualification at level 3.

Information about this inspection

Inspector
Hilda Miller

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 nursery.
- The providers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector reviewed recruitment processes and a sample of policies and procedures.

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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