

Inspection of Building Blocks Day Nursery Anderton

Building Blocks Kindergarten, Hough Lane, Northwich CW9 6AB

Inspection date: 7 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exceptionally well resourced, welcoming and homely nursery. They arrive eager to engage in activities and excitedly seek out their friends to share experiences with. Children's behaviour is exemplary. They display extremely high levels of well-being and engagement. Older children concentrate intently as they practise problem-solving in the water area. They persevere, building on the skills that they have previously learned to enable them to complete the task with little adult direction. For example, in the outdoor water area, the children independently find the way to fill up the water tray by connecting the water tube to the tap and turning it on.

Children are very kind and considerate towards each other and the friendly staff. Children learn how to share & negotiate. For example, two children who want to play with the same resource are heard negotiating calmly over 'how to make it fair'. Children work together as a team and demonstrate extremely high levels of imagination. Older children skilfully link blocks together to create an ambulance. They then dress up as emergency workers and engage in role play. Staff offer an abundance of praise and celebrate their efforts and achievements. This successfully helps to build children's self-esteem, as they demonstrate that they feel highly valued.

Children develop high levels of independence. Toddlers help to serve lunch with beaming smiles, saying the name of their friend as they serve their plate to them. Older children self-select and return resources without adult support. Demonstrating a well-embedded understanding of the rules of the nursery. Children feel safe and know they are well cared for in the nursery. Babies enjoy the warmth and comfort of the staff's observant and gentle approach. They form strong bonds with staff, which helps to establish positive social skills.

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

- The manager and the special educational needs coordinator effectively liaise with a range of external agencies to support children with special educational needs and/or disabilities. They quickly identify children who need additional support and plan meticulously to implement the advice of professionals to close any gaps in learning.
- The experienced and well-qualified manager provides exceptionally clear and passionate leadership. She is strongly supported by the senior staff. Senior staff are buddied up with other members of the team, which swiftly raises the professional development of the staff team and ensures the delivery of an effective curriculum. Staff communicate that they are extremely happy and feel well supported in their well-being and professional development.

- Staff positively promote children's communication skills. Staff are excellent role models to children with their clear, engaging speech, skilfully aimed at extending children's vocabulary. Children use a wealth of vocabulary in their play, such as 'volcano' and 'lava'. Toddlers delight in developing a sense of the rhythm of speech when, for example, they sing nursery rhymes and songs with confidence. As a result, children make remarkably fast progress to become confident talkers. Staff actively encourage children to share their views and hold engaging, in-depth conversations with older children. They take part in a 'children's committee' to contribute their views and ideas. Staff then plan opportunities based on their ideas, for example a 'rainbow week'. As a result, children feel valued and respected.
- Children are encouraged to develop a love of reading. High-quality children's books, rhymes and stories are at the heart of many activities, and are available in the parent library. Staff carefully plan for children's developing mark-making skills and early writing skills. Chairs are taken away to promote the importance of core strength and active learning. Children regularly make marks with pleasure during their play. Staff model writing at every opportunity. This writing is then displayed around the room and children refer to it in their play. For example, they read the recipe for making play dough as they independently make it.
- Parents thoroughly recommend the nursery. The nursery creates family books for each child to inform staff of the important people in children's lives. Parents comment on how well they feel their child is known and cared for as an individual. They feel they are being kept up to date with their children's progress and next steps in learning. They give examples of how the nursery staff go over and above to support families. For example, supporting children & their families with the bereavement of a relative. The nursery provides parents with an array of useful information. Topics include online safety, toilet training and dummies.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a deep understanding of their role and responsibility in protecting children from harm. They can swiftly recognise the possible indicators of abuse and know how to escalate their concerns. Designated safeguarding leads ensure that they attend regular training to update their knowledge and awareness of all concerns. They then cascade this back to staff and refresh their knowledge. Staff confidently describe the actions they would take if they had concerns about the conduct or practice of a colleague. Stringent recruitment and vetting arrangements are in place to ensure that staff are suitable to carry out their role and remain suitable throughout the duration of their employment.

Setting details

Unique reference number	EY493508
Local authority	Cheshire West and Chester
Inspection number	10236728
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	1 to 4
Total number of places	42
Number of children on roll	39
Name of registered person	Building Blocks Day Nursery (anderton) Ltd
Registered person unique reference number	RP903345
Telephone number	01606 781081
Date of previous inspection	22 February 2017

Information about this early years setting

Building Blocks Day Nursery Anderton was registered in 2015. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, seven hold qualifications at level 3 and two hold qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Vicki Brown

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 setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the nursery manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff's suitability and training.

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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