

# Inspection of Building Blocks Nursery

28 Rough Road, Kingstanding, Birmingham B44 0UY

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Inspection date: 21 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

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

Parents and carers comment positively on how staff welcome children into a calming environment where classical music plays. Children leave their parents with ease before they become quickly engrossed in the plentiful learning opportunities that staff provide. For instance, an indoor digging patch ignites children's interest in bugs, which significantly elevates their engagement in their learning. They bring in a real caterpillar from home to build further relationships with others as they show and tell.

Children are extremely confident in social situations. For example, they tell the inspector that the lemon in the water has changed the water's colour. They advise not to drink the water and where to get 'normal water' from. This shows that children know about risks associated with activities. They know how to keep themselves and others safe.

Children have superb knowledge of acceptable behaviours. Therefore, they help to create their own nursery rules. Staff consistently model high expectations of children. This contributes positively towards children's happiness, as they feel safe and secure in what they know and can do. For instance, children cooperate highly with their peers as they wash up together in the sink, while other children queue behind them for their turn.

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

- Passionate managers, continuous self-evaluation and strong teamwork contribute positively towards a high-quality nursery. For instance, managers monitor the curriculum intent and implementation to evaluate the quality of education children receive. Staff value the time that managers invest in supporting them. Managers regard staff as 'their biggest asset'.
- Managers and staff have implemented a change in ethos, where all children engage in a wealth of exploratory and investigative play using open-ended materials. Managers identify the importance of children learning through real-life experiences. Therefore, improvement plans aim to broaden children's experiences beyond those at the nursery.
- Children demonstrate strong control in their fine and gross motor skills. For example, toddlers confidently manipulate the play dough as they press it into a bowl. They add dried orange peel and mint leaves, which they smell. They jump across and off various heights of crates and they land safely with two feet.
- Children's well-being is of high priority. For example, staff talk to children about their feelings and emotions throughout the day. They create a quiet area for children to regulate their emotions should they need to. Staff remind children of this 'safe space' during activities to ensure children can make independent future

choices.

- Routines positively enhance children's learning. For instance, children who enjoy learning outdoors can do so in all weathers. They eagerly put on their coats to go out in the rain. Children's mealtimes are staggered to improve their dining experience and build further social interactions. Children choose when to have their snack. This means their learning is free from disruption.
- Children are extremely independent. For example, they serve their own drinks when they are thirsty and wash their own plates after mealtimes. Children access a wealth of resources, for example recycled soap dispensers filled with paint to allow children to create their own palette, having full control of quantity and colour mixing.
- Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language benefit greatly from the inclusion support manager who works closely with key persons and external agencies. Together they ensure that children receive a targeted approach to their learning. For example, those children who cannot easily communicate their own needs benefit from a 'communication passport' that contains key information about their individual needs. This enables all staff to support them.
- Parents speak highly of the nursery, including the continuity of care for sibling children. They receive frequent updates on their children's learning and progress and are invited to contribute to how the nursery is organised. Staff work collaboratively with parents to continue children's learning at home and to promote children's attendance.
- There is a large emphasis on children's communication skills, which staff support well overall. For example, staff implement language intervention programmes to support children with language delays. They teach children sign language, sing songs and read stories. However, on occasion, staff do not maximise opportunities to engage children in conversations to further build on their communication and thinking skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is of high priority. Managers and staff discuss the signs and symptoms that may indicate a child is at risk of abuse and neglect, including the impact the cost of living is having on children's situations. Staff clearly understand their roles and responsibilities to protect and safeguard children, including the need for early help and how to report concerns about a child's welfare. They are confident to whistle-blow. Managers discuss safeguarding during meetings with staff and share policies to ensure standards and expectations remain strong. They know to work closely with school staff to safeguard children when siblings attend the school.

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

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

- continue to monitor staff practice to identify where teaching can further engage children in more conversations to raise their communication and language skills to the highest level.

## Setting details

<b>Unique reference number</b>	EY246811
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10301727
<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 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Building Blocks Nursery Limited
<b>Registered person unique reference number</b>	RP901340
<b>Telephone number</b>	0121 355 6175
<b>Date of previous inspection</b>	4 January 2018

## Information about this early years setting

Building Blocks Nursery registered in 2002. It is situated in Kingstanding, Birmingham. The nursery employs 15 members of staff. Of these, 12 staff hold appropriate early years qualifications at level 2 and level 3. The nursery opens Monday to Friday, for 38 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows 'The Curiosity Approach' ethos.

## Information about this inspection

### Inspector

Mikaela Stallard

## 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 nursery.
- The managers and the inspector completed a learning walk.
- The nominated individual carried out a joint observation with the inspector.
- The inclusion manager spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with managers, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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