

Inspection of Building Blocks Preschool Nurseries Ltd

St Andrews Church, Church Road, Watford WD17 4PY

Inspection date: 20 November 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Staff actively seek and listen to the views of children. They provide children with regular opportunities to make choices about what they do at the setting. For example, during the inspection, children were asked to cast a vote for the 'vet' or 'construction' role play. Each child had a pebble to represent their choice, and they were given an individual opportunity to say what they wanted. Children were really eager to share their vote. This example demonstrates how staff include the voices of children to ensure they are heard, helping children to develop a positive attitude to learning.

Staff provide a warm and reassuring welcome to all children. This helps children to leave their parents and carers with ease. Staff build close bonds and attachments with their key children. They demonstrate how much they value and respect the children. For example, as children confidently self-register, staff ask them how they want to be greeted. Some children choose a hug, a 'high five' or a straightforward hello. This helps staff to identify how children feel and helps to increase children's self-esteem and confidence.

Children have daily opportunities for fresh air and exercise. Staff consider their likes and interests, such as obstacle courses and football, as well as children's individual next steps, when they plan the outdoor provision. This promotes opportunities for children to fully engage.

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

- The provider has made effective changes since the last inspection. Their knowledge of when to notify Ofsted has improved. The safeguarding policies and procedures have been reviewed and updated and include the required information. Staff adapt routines in preparation for adult-led activities.
- Staff are skilful at extending children's language. They use open-ended questioning when looking at books together. Staff repeat and recast words to ensure that children hear the words correctly. They introduce new words and language, such as 'erupt' and 'volcanic', during adult-led activities. This has a positive impact on children's speech and language development.
- Children are reminded of the setting's rules, such as using their 'walking feet' and 'being kind' to their friends. Strategies for managing behaviour are in place to support staff when children's behaviour escalates. However, on occasion, staff do not use a consistent approach to manage children's behaviour. This sometimes means that children receive different messages.
- The key-person system is effective. Staff know their individual key children and families well. They spend time getting to know their children, such as during home visits and settling-in sessions. This enables staff to build a picture of

where children are before they start and helps them to identify any gaps in learning ahead of their own observations and plans for children's next steps.

- Parents speak warmly of the staff team. They say their children are happy and settled and like coming to the setting. Parents are very happy with the good communication they receive from staff. They comment positively on the information shared to keep them updated about children's progress and achievements. This has a positive impact on helping parents and staff to work together. Parents feel supported to extend children's learning at home, and staff have a good understanding of what children do away from the setting.
- Children have fun. They enjoy role play in the home corner. They talk about the 'food' and the resources they use. They play games with staff and laugh happily. Children sing nursery rhymes, enjoy stories together and talk about what they are making in the craft area. However, there are few opportunities for children to develop a secure knowledge and understanding of early mathematical concepts.
- Working with other professionals is important to the provider and begins when children first start at the setting. Staff develop effective relationships with other agencies and professionals, such as health visitors. This helps to provide a joined-up approach to promoting children's health, well-being and progress.
- Staff feel valued and supported. The provider works closely with staff and holds regular meetings and supervisions to promote effective working relationships. Staff feel able to raise their thoughts and ideas with the provider. Staff's health and welfare are valued by the provider. This has a positive impact on staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of keeping children safe. Their safeguarding training is updated regularly, and the provider ensures that this takes priority. Staff are aware of the indicators that may show a child may be at risk of harm, and they know what to do if they have concerns or if their concerns are not addressed. Procedures in place, such as when children do not arrive at the setting when expected, demonstrate that staff respond appropriately and in a timely manner. This helps to keep children safe.

What does the setting need to do to improve?

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

- help staff to consistently support children to manage their own feelings and behaviour and to understand how these have an impact on others
- consider ways to support staff to help children develop a secure understanding of early mathematical concepts.

Setting details

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| Unique reference number | 2597650 |
| Local authority | Hertfordshire |
| Inspection number | 10269798 |
| 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 | 28 |
| Number of children on roll | 21 |
| 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 | 29 November 2022 |

Information about this early years setting

Building Blocks Preschool Nurseries Ltd registered in 2020. The nursery operates from St Andrews church hall, in Watford, Hertfordshire. It opens Monday to Thursday, from 8.30am until 3.30pm, and Friday, from 8.30am until 11.30am, during term time only. There are four staff, of whom three hold an early years qualification at level 2 and above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Rowley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector spoke with children throughout the inspection. Children told the inspector about the activities they enjoy taking part in.
- The inspector observed staff's interaction with children during an adult-led activity and reviewed this with the manager.
- The inspector spoke to a number of parents during the inspection and took into account their views and feedback.
- A sample of the provider's documentation, including staff suitability and first-aid arrangements, was reviewed by the inspector.

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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