

# Inspection of Building Blocks Day Nursery

841 Moston Lane, Manchester M40 5RT

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Inspection date:

27 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Staff place an importance on supporting children to feel safe and secure in the setting. Staff give younger babies lots of cuddles and know all children well. This helps children to feel happy and gives them a sense of belonging. Staff have high expectations of what children are able to achieve. Staff and children enjoy reading stories together. Staff use a range of language, and children undertake actions and count objects. This helps children to make good progress in their learning and development.

Staff are good role models for children and support them to learn new skills. For example, staff show children how to use tweezers to pick up objects and put the correct colour and number of objects in pots. The engaging activities support children to demonstrate positive attitudes to learning, and they have good levels of concentration. Children engage in practices that promote good hygiene, and staff use these opportunities to educate children. For example, staff talk to children about how washing their hands helps them to get rid of germs. This supports children to learn about how to keep themselves healthy.

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

- The manager's intent for what she wants children to learn is well thought through. Staff working directly with children have a shared understanding of what they want children to achieve. This helps to ensure that there is a well-sequenced curriculum for children to access.
- The curriculum for communication and language is good. Staff use repetitive language with children. They narrate what children are doing, read stories, sing songs and talk to children throughout the day. This helps children to use language confidently, such as singing nursery rhymes without support.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with other professionals to meet the individual needs of children. This supports children to make good progress from their starting points.
- The manager provides staff with training and professional development opportunities. There is a clear focus on specific areas of education that helps to build on staff's knowledge and skills and improve the quality of education for children. For example, following recent training, staff have been successful in improving children's attention and concentration in group activities.
- The setting liaises with external organisations to gain independent feedback on the quality of the provision, and staff undertake peer observations of each other. This helps to improve the opportunities available to children and their families. However, arrangements for monitoring practice do not provide the manager with precise evaluations of the quality of staff interactions with children. This means

there are minor inconsistencies in the delivery of the curriculum.

- Staff consistently support children to understand the expectations of their behaviour within the setting. For example, staff remind children to walk while moving around indoors and use picture cards to aid children's understandings. This supports children to behave well and follow the rules.
- Staff recognise the things that children do well. Staff offer praise and encouragement to children and support them to keep on trying. This helps to build children's confidence in their own abilities.
- Careful consideration has been given to the curriculum for personal, social and emotional development. Staff create opportunities for children to work together. For example, young children take turns in choosing an object out of a box, which they then sing about. This supports children to cooperate with others and play alongside each other.
- Children have a range of opportunities to develop their physical skills. For example, they can use climbing frames, pedal on bikes and climb up ladders to use slides. This helps children to develop their gross motor skills and provides them with regular exercise.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of abuse. They know what to do if a concern is identified about a child in their care. They are supported by leaders, who check their knowledge of safeguarding by asking them questions about different scenarios that might pose a risk to children. Staff implement procedures to help reduce risks to children. For example, they undertake training related to safe sleeping and display this information near cots where babies sleep. Staff know what to do if they are concerned about the behaviour of a colleague.

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

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

- improve the arrangements for monitoring the quality of staff interactions with children to help strengthen the delivery of the curriculum.

## Setting details

<b>Unique reference number</b>	EY550222
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10308613
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Building Blocks Day Nursery (NW) Limited
<b>Registered person unique reference number</b>	RP531940
<b>Telephone number</b>	0161 682 4830
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Building Blocks Day Nursery registered in 2017. The nursery is privately owned and is one of three day care settings in the group. It employs 14 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one holds level 5, nine hold level 3 and two hold level 2. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Ryan

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager 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 with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy about the leadership and management of the setting.
- The inspector carried out a joint observation with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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