

Inspection of Building Blocks Nursery

15a Dundonald Road, London SW19 3QH

Inspection date:

30 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Staff consider the learning environments effectively to ensure that children are calm and relaxed. They spend their time talking and playing with the children, which motivates them to play. This sensitive and warm approach ensures that children feel safe and happy in the nursery. Staff plan a rich and ambitious curriculum for all the children. For example, they introduce dry sand to babies to enable them to explore various materials. This aids children's creativity well. Toddlers practise their physical skills as they blow bubbles and exercise on an obstacle course.

Staff build on children's individual experiences outside of the nursery. For example, they take children to the nearby supermarket to buy items such as fruit for the story 'Handa's Surprise'. In addition to promoting children's awareness of the world around them, staff talk to children about what they buy, which helps to promote their language skills. At mealtimes, staff encourage children to do age-appropriate tasks for themselves to develop their independence skills. Children respond well to this and help staff, for example, to hand out bowls and cutlery. Staff sit with the children and engage them in conversations, which makes mealtimes social occasions. They teach children how to behave well. Children learn that 'sharing is caring'.

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

- The manager recognises the impact of the COVID-19 pandemic on some children's learning. She receives support from senior leaders to help children build strong attachments with staff members, which gives children the confidence they need to interact with others. In turn, this promotes children's emotional well-being.
- Staff have high expectations of children. This includes children with emerging additional needs and those who speak English as an additional language. As a result, children make very good progress from their starting points, such as with their listening and language skills. For example, children with limited speech are now able to make sounds or use words to express themselves.
- The settling-in arrangements for children are highly effective. For instance, staff carry out home visits to gather relevant information about children and their families. This contributes to their accurate assessments of what children know and can do. Staff make good use of this knowledge to plan for children's early sessions and meet their individual needs. Children settle in quickly and become emotionally secure.
- The communication between parents and staff is successful. Staff provide regular feedback about children's days, activities and development, which keeps parents up to date. Parents praise the work of the staff and the support their

children receive. They appreciate staff's help, for example when completing specific referral forms for their children so that they receive the support they need.

- Staff follow consistent hygiene routines, such as handwashing. They ensure that children always wash their hands before and after handling food. This prevents the risk of cross-contamination and teaches children to care for themselves.
- Staff support children's interest in books well. They read stories to children frequently to build on their vocabulary. In addition, staff sing songs to children and encourage them to use musical instruments to add to their enjoyment. Children delight in singing songs, such as carols, which encourages the development of their musicality.
- The manager carries out supervision meetings with staff to discuss their well-being and training needs. Some staff have received training which has enhanced their knowledge of how to manage children's behaviour even more positively. However, the support for staff who are new and less confident is not as targeted as it can be. This prevents some staff from promoting and extending children's learning to the highest possible level.
- The manager shows a strong passion to providing high-quality care and education. She evaluates the provision in a detailed and careful manner to bring about positive outcomes for the children. For example, the manager is currently reviewing the daily routines to minimise waiting times for the children, particularly during busy periods.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the designated safeguarding lead, has a strong understanding of how to protect children from harm. She keeps a rigorous log of any concerns about children's welfare to monitor any potential risks to them. The manager follows robust recruitment procedures and carries out ongoing checks to ensure that staff are suitable to care for children. Staff are vigilant in their supervision of children. They know how to identify the signs of abuse, including indicators of extremist views and behaviour. There are procedures for escalating safeguarding concerns to help 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:

- build on the good practice of providing staff, particularly new and less-confident staff, with more-targeted support to raise the levels of education to the highest level.

Setting details

Unique reference number	402923
Local authority	Merton
Inspection number	10308087
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	80
Number of children on roll	86
Name of registered person	Building Blocks Child Care Ltd
Registered person unique reference number	RP522744
Telephone number	020 8545 0043
Date of previous inspection	15 March 2018

Information about this early years setting

Building Blocks Nursery registered in 2001 and is located in the London Borough of Merton. It is open for 51 weeks of the year, Monday to Friday. Sessions are from 7.30am to 6.30pm. The nursery employs 25 members of staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 manager carried out a learning walk with the inspector. She explained to the inspector how staff plan and implement their early years curriculum.
- The inspector observed the quality of education during a range of activities, indoors and outdoors, and assessed the impact this has on children's learning. She spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views. She also took account of written feedback provided by parents.
- The inspector held a meeting with the manager and one of the senior leaders to discuss leadership and management matters.

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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