

Inspection of Building Blocks Kindergarten

Exeter Street, Bourne, Lincs PE10 9NS

Inspection date: 22 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff when they arrive, helping them to feel happy and settle quickly. Children go to staff for cuddles of reassurance in the baby room, if needed. They sit on staff's knee in the toddler room, especially when they have just transitioned from the baby room. This helps to promote children's emotional well-being. Children are given gentle reminders from staff to use good manners. For example, when children in the pre-school room receive cake to celebrate a child's birthday, staff ask them what they need to say. Children reply, 'thank you'.

Children have plenty of opportunities to be physically active. For example, staff in the baby and toddler rooms support children to develop their core strength when they climb onto soft play shapes. After children use their body strength to stack shapes on top of each other, staff give them a high five, recognising and praising their achievements. When children in the baby room climb the steps to a small slide, staff are close by to support, if necessary, to give encouragement and to promote their safety. Children with additional needs are supported well by the special educational needs and disabilities coordinator (SENDCo) and staff to meet their individual needs. Additional funding that some children receive is used to promote their interests. For example, the manager arranges for outside agencies to teach children football skills and to dance. This contributes to children's developing physical skills.

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

- The manager and staff focus on supporting all children's language skills, including those who speak English as an additional language. For example, in the baby room, staff name toy animals and help children to understand the sounds these animals make. In the toddler room, staff ask children to choose which nursery rhymes they would like to sing.
- During large-group times in the pre-school room, staff support children to listen to their instructions. For example, children copy staff when they clap their hands fast and slow, helping them to learn about speed. However, occasionally during these times, when staff ask children questions, many children start answering at the same time. Staff do not help them to take turns in conversations and to listen to the views of others.
- Staff support children's counting skills well. For example, when children count five toy dinosaurs, staff ask how many would there be if they added one more. When children guess incorrectly, staff point to each one in turn, encouraging them to count the correct number.
- Parents say that they value the photos and information they receive from staff about activities their children enjoy and their care routines. However, staff do not share with parents how they intend to build on their children's learning. Also,

staff do not offer parents ideas and suggestions about how they can continue to support their children's development at home. This will provide a more united approach to supporting children's learning.

- The manager and staff reflect on their practice and identify improvements. Recent changes, such as adding a canopy to the baby room outdoor area, provide space for children to play and learn outdoors in all weathers and to be protected from the sun's harmful rays.
- Staff encourage children to learn skills for the future, such as to be independent. For example, in the toddler and pre-school room, children are given a step so they can reach the sink to wash their hands by themselves. Staff ask children in the pre-school room to put on their coats before they play outdoors, offering minimal support with zips.
- Children are keen to join activities that staff plan for them. They concentrate when they play with toy dinosaurs, leaves and broccoli. However, occasionally, when staff plan activities in the pre-school room, they do not precisely identify what they want children to learn. This results in children not making as much progress as they are capable of.
- The manager and senior management team support staff well in their practice. For example, in-house training opportunities help staff to reflect on the words they use with children during the day. This includes focusing on asking children to show the behaviours they want, rather than what they do not want. For instance, staff in the pre-school room ask children to use their walking feet when they begin to run indoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's interactions with children in the pre-school room during group times to encourage them to take turns in conversations and to listen to the views of others
- support staff to share information with parents about how they intend to build on all children's learning and how they can continue to support their children's development at home
- help staff to more precisely identify what they want children to learn when they plan activities in the pre-school room.

Setting details

Unique reference number	260013
Local authority	Lincolnshire
Inspection number	10312020
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	0 to 11
Total number of places	104
Number of children on roll	194
Name of registered person	Hamshere, Suzanne Claire Reece
Registered person unique reference number	RP511520
Telephone number	01778 422221
Date of previous inspection	18 April 2018

Information about this early years setting

Building Blocks Kindergarten registered in 2000 and is situated in Bourne, Lincolnshire. The setting employs 26 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including the manager, who holds early years professional status. The setting opens from Monday to Friday all year round apart from one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 manager and the inspector completed a learning walk together of all areas of the setting and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff and the SENDCo at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the setting.
- Parents shared their views on the setting with 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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