

# Building Blocks

Inspection report for early years provision

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**Unique reference number** EY330875  
**Inspection date** 08/02/2011  
**Inspector** Maria Conroy

**Setting address** 81 Fulwell Road, Teddington, Middlesex, TW11 0RJ

**Telephone number** 0208 943 2227

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Building Blocks was registered in 2006. It is one of four nurseries operated by Building Blocks Child Care Limited. The nursery operates from a converted two storey building situated in a residential road in Teddington, in the London Borough of Richmond. The setting also provides a before and after school club, holiday club and sessional playgroup, which operates from a single storey building to the rear of the nursery. Both areas have an enclosed garden for children to access outdoor play. The setting is open from 7.30am to 6.30pm. Staff drop and collect children from local schools. The provision employs 35 staff, 20 of those staff including the manager, hold appropriate childcare qualifications.

The setting is registered to care for a maximum of 100 children under eight years at any one time of whom no more than 49 may be under two years. There are currently 116 children on roll. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All children's needs are exceptionally well met through highly effective partnerships between staff, parents and their children, external agencies and other providers. The management team make exceptionally good use of resources, to meet the needs of the children. The capacity for sustained improvement is outstanding; any areas for improvement identified are immediately implemented and assessed by senior management, who undertake regular visits to the setting. The recommendations identified during the previous inspection have been addressed and the setting continues to strive for further improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhance the risk assessment to include the hazards identified when storing the bedding used by the children

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarding due to the highly effective systems in place. For example robust procedures undertaken for the recruitment of staff ensure that those who work with children are suitable to do so. Excellent security measures are in place to prevent intruders entering the premises. The manager is

available in the office area in the entrance hall to meet and greet all those who enter the premises and 'close circuit television', monitors the internal and external areas. The staff have a accurate knowledge and understanding of safeguarding issues and are clear of the steps to be taken in the event of having concerns about the welfare of a child. Risk assessments are undertaken on the outings children take part in, and throughout the building, although they do not include the risks associated with the storage of the children's bedding. Children are supervised very well as the ratios throughout the nursery exceed the minimum legal requirements.

Leaders and managers are exceptionally successful in inspiring the staff team of their high expectations; which are embedded across all areas of practice. Managers provide positive role models for other staff and they have rigorous and extensive monitoring procedures in place, enabling the setting to devise accurate action plans. These are clearly identified for individual staff, each nursery room and the setting as a whole. As a result, outcomes for children are very good. Processes for managing the performance of staff and for their professional development are used exceptionally well ensuring that the management team are aware of the support and training required to make further improvements.

The environment is conducive to learning and safe; it is managed very well and carefully looked after. The accommodation provides separate rooms, which are age appropriate for children's age and stage of development, from young babies to school age children. Children clearly benefit and thrive as a result of the setting they are in, as they are fully supported throughout their development by the skilful staff within the setting. Furniture, equipment and resources are of high quality to support children's learning and development. Outcomes for children are very good because of the excellent use of resources, including highly effective deployment of staff. For example staff are clear of their roles and responsibilities and ensure the defined areas within the rooms have staff available to support the children in their play.

The setting is highly effective in ensuring that all children are well integrated and their individual needs are supported. Staff have an exceptional knowledge of each child's backgrounds and their needs. When children start their parents are asked to make an all about me poster, which is displayed in the child's base room, this poster, moves with them, as they go through the nursery so the information can be shared with other staff that care for them. Staff update their skills and knowledge on a regular basis and work effectively with other professionals in order to fully support each child in their care.

Parents Partnership with parents is exceptional; they are heavily involved in self-evaluation by regularly contributing their views and suggestions about the provision; which supports the setting in identifying actions they can address to improve the service they provide. The nursery has recently formed a teachers and parents group, which enable parents to contribute; for example the reviewing of policies and procedures. Parents and carers are very well informed about all aspects of their children's achievement, well-being and development. At the end of each day they receive a detailed verbal report and they have regular reviews with their child's key worker, they receive a summary report highlighting how well children have progressed and the areas they will work on next with the child. In

addition parents have access to close circuit television where they can view their child throughout the day.

The setting is highly committed to working in partnership with others to support the care and developmental needs of the children in their care. Staff receive training to enhance their skills to enable them to provide specific care for individual children and have disseminated their experience with other childcare providers. There are effective systems in place to share and obtain information with other provisions children attend, for example local schools, to enable the setting to provide continuity of the curriculum provided and the support children require.

## **The quality and standards of the early years provision and outcomes for children**

Staff have an excellent understanding of the learning and development requirements and a full understanding of how young children learn and progress. The exceptional organisation of the educational programmes reflects varied and imaginative experiences that meet the needs of all children exceedingly well. Staff confidently assess children through high quality observations and the information gained, is used very effectively to support planning for individuals and groups of children. Staff consistently ask open ended questions to make children think for themselves, for example younger children are asked 'what do bats do' during their story and older children are asked, 'is it possible to make a sand castle with dry sand'

Children are having a fantastic time, they are learning simple scientific concepts through practical activities, such as making sand castles, they take part in innovative planned activities to encourage them to problem solve, such as how well they can use paint with natural materials, they have sourced from the garden. Children's vocabulary is enhanced though the use of song time they enjoy singing 'row the boat' as they move backwards and forward. Babies and young toddlers relish story time; they listen to their favourite stories such as 'monkey and me' as they join in and flap their hands like a bat. Older children concentrate for long periods of time as they become engrossed in their play with the small world figures. Their imagination is being further supported by the use of different types of role play; for example they visit the travel agent, explore the globe to decide where they will go and make sure their seatbelt is fastened before take off on the aeroplane.

All children show a strong sense of security and feel safe within the setting, due to the successful settling in procedures, the high quality adult interaction and effective organisation of routines. Children safely use a range of tools including those for woodwork and learn how to handle these in order to keep safe. Their understanding of safety issues is demonstrated through their play, for example during role play, they make sure their seatbelt is fastened before take off in the aeroplane. School age children wear reflective jackets when walking to and from school and when travelling on outings in the mini bus all children have appropriate car seats.

Babies and very young children are extremely content and settled because staff are clearly aware of their individual health, physical and dietary needs which are met to a high standard. All children show a thorough understanding of the importance of following good personal hygiene routines. Children brush their teeth after meal times and older children make healthy choices at snack times; they automatically use antiseptic hand gel, which is easily accessible, before they eat their food. Children have regular opportunities to take part in varied activities that promote a healthy lifestyle, such as swimming, ballet and yoga. All children have regular access throughout the day to a well equipped garden area, where they balance, climb and dig. Children grow their own vegetables such as runner beans and they enjoy a healthy balance menu with cooked meals to meet their dietary needs.

Children, including babies, show an extremely strong sense of security and belonging within the setting. They are happy, confident, and well settled due to the successful settling in procedures in place, which include home visits and induction visits when they transfer from room to room. Children display extremely high levels of confidence and self-esteem, for example; very young children dance, as staff sing action songs. They work exceptionally well with their friends, showing excellent negotiation and cooperation skills; for example one child finds her friend another keyboard, which ensures they can both play in the travel agents at the same time. All children are valued and engage in a wide range of activities and have access to an extensive selection of toys and equipment, which help them to value diversity. Children behave very well, and take responsibility within the setting for example, when they self-register within their rooms and when they help to tidy up and clean up with child sized equipment such as brooms.

Children are eager and inspired to learn because of the staffs transparent understanding of how children's positive learning experiences impact on their future development and their long term attitude to learning. Children are exceptionally confident when using information technology, they skillfully manoeuvre the mouse on the computer, as they play simple games. They write their names with confidence and their language skills are exceptionally enhanced through the positive interaction with staff, who continually challenge their thinking by posing open ended questions to make them think for themselves. Very young children are encouraged to participate in exploring their surroundings and play materials, gaining confidence and skills to enable them to become inquisitive learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met