

Building Blocks Kids Club Plus

184b Kingston Road, London, SW19 3NU

Inspection date	12/05/2014
Previous inspection date	12/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide very positive role models and establish caring and friendly relationships with children that successfully promotes their enjoyment, cooperation and good behaviour.
- Staff successfully promote children's learning and development because they have a secure knowledge and understanding of children's individual needs, and of what they can achieve.
- Staff fully embrace children's home languages which helps those learning English as an additional language to develop confidence and a good range of bi-lingual vocabulary.
- Children are provided with a good range of activities and experiences related to their individual interests that motivate them during their play.

It is not yet outstanding because

- The range of resources in the outdoor play area do not always challenge children in their physical development.
- Staff have not considered how to strengthen children's feeling of security when they move from the pre-school provision to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation in the main play area with the manager during the after school session.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of staff working with children as well as looking at the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Building Blocks Kids Club Plus is one of four settings run by Building Blocks Child Care Ltd. It registered in 2004 and operates from two rooms in a single storey building within a residential area of Merton Park, in the London borough of Merton. Children have access to an enclosed outdoor play area. . Out of school care operates from 7.30am to 9.30am and from 3pm to 6.30pm, term time only. There are currently 24 children on roll aged from four years to under eight years who attend the out of school provision. The Premier Pre-school runs from 9am to 12noon and from 12.30pm to 3pm during term time only. There is an optional lunch club available between 11.45am and 12.30pm. There are currently 25 children on roll in the early years age range who attend the Premier Pre-School. The holiday club runs from 7.30am to 6.30pm during school holiday times and the number of children on roll varies. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are nine members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The provision offers places to students. The provision supports children learning English as an additional language. The provision is in receipt of funding for the provision of free early education to children aged two, three and four years. Staff transport children to and from a variety of local schools and employ qualified drivers for the two minibuses which are also used for outings during the school holidays.

What the setting needs to do to improve further

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

- extend the range of resources in the outdoor play area to provide children with more challenge in their physical development
- consider how to strengthen children's feeling of security when they move from the pre-school provision to school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children in both the pre-school group and out-of-school provision are provided with a good range of activities and experiences that are linked to their interests, and meet their individual needs. For example, staff respond to children's interest in traditional stories and provide opportunities for them to act them out. Children attending the after-school club choose how they spend their time. They chat with their friends, relax and enjoy taking part in well-organised art and craft, and cooking activities. All staff know children well and skillfully question them during their play to promote their learning. They complete

comprehensive written observations and assessments for children attending the pre-school. Staff constantly share information as a team about their individual key children and the best ways to help them learn. As a result, children make very good progress and develop the skills they need for their future learning and starting school. Parents are successfully involved in children's learning and development. Staff encourage them to take home resources from a toy-library facility to carry on children's learning at home. They talk to parents on a daily basis and meet with them at least twice a year to share children's progress summaries.

Staff develop children's communication skills and ability to take part in conversations. There are several children attending the provision who are learning English as an additional language. Staff completed home visits for all new children and make good use of these visits to gain information about children's understanding and ability to talk in their home languages and English. They make good use of picture cards with images of colour, number and children's individual interests to promote their learning. Consequently, children successfully build their vocabulary in English and their home languages. Children develop a strong exploratory approach as they arrange large stones in sand and investigate logs and pine cones using magnifying glasses. Staff take children on a range of outings that help them learn about their local community and the features of living things. For example, they visit a local bakery, observe different types of transport and go on annual outings to a small zoo. Staff provide pre-school children with obstacle courses, pushchairs for their dolls and bicycles to ride on which promote their physical skills. They organise weekly ball skill and dancing activities, facilitated by an external organization, which provide children with challenge and stretches their abilities. Children energetically kick footballs and play with hoops in the outdoor play area. However, they do not always have access to a wide range of other resources they can use independently to further promote their physical development.

Staff provide lots of opportunity for children to draw, write and make marks. There is a wealth of print displayed around the provision which helps to promote children's recognition of word. Children have access to a good range of materials, such as sand, water, paint, as well as other resources, such as dried lentils and rice which they explore with enthusiasm. Staff motivate children and involve them in activities. For example, they show them how to create bubbles using string, rackets and straws. Children enthusiastically and independently participate in this. Staff provide a good balance of activities, some children can choose for themselves and some are adult-led, that promote children's sensory development. For example, they encourage children to smell spices and them put different ones into the paint. They then use this scented paint to make designs.

The contribution of the early years provision to the well-being of children

Staff establish warm friendly relationships with children and provide them with positive role models that promotes their good behaviour. They encourage children attending the after-school club to explain the rules of a card game to others, which promotes all children's cooperation and ability to take turns. This is further promoted as they explain the importance of children taking turns to serve themselves from bowls at mealtimes. Staff

help children settle into the provision by focusing strongly on them forming attachments with staff and other children. Children who currently attend the out-of-school provision are very well-behaved and are animated during their play. They use age appropriate language as they talk to their friends and staff in a respectful way. Staff review and discuss any concerns about children's challenging behaviour at team meetings and feedback strategies from training that are implemented in the provision. They also share this information with parents to help them support and meet children's individual needs.

Children's good health is generally promoted through the provision of varied healthy snacks and meals. The organisation creates a four weekly rotating menu which takes account of children's individual dietary needs and includes organic freshly prepared food. Children show good independence as they help lay the table and serve themselves to food. They eat very well and some say 'delicious' as they eat rice, chicken curry and vegetables. Children have plenty of space to play and show great enthusiasm when they arrive at the provision after school. They are provided with a stimulating and welcoming environment, with a good range of indoor resources that motivate them during their play. However, the outdoor play equipment does not always provide all children with sufficient challenge. Consequently, their good health is partially compromised because they do not consistently choose to play outdoors. Children learn about their own safety. Staff remind them to hold onto a low level handrail as they use the short flight of stairs to access different levels of the provision. Children who attend the out-of-school club are taught to behave cooperatively when they are transported on the minibus and not to take off their seat belts until the driver gives permission. Children enjoy being in the small welcoming and friendly environment because their individual needs are well met.

Staff are very aware of what children choose to do and make suggestions that promote their involvement during activities. Children are provided with lots of individual support by staff and, for example, during art and craft activities facilitated by external organisations. Children attending the after-school club develop a good awareness of differences between themselves and others. For example, they make cloth books with collage designs and descriptions of themselves and members of their family. Staff successfully meet children's emotional needs which supports their move to school. They share information about children's individual stage of development with teachers and this helps to provide children with continuity in their learning. However, staff have not considered how they can further develop younger children's awareness of the school environment to help them feel secure.

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

All staff attend child protection training which gives them a good understanding of how to safeguard children's welfare. This knowledge is re-enforced at staff meetings every six weeks, where safeguarding is a standing item on the agenda. Staff all demonstrate they are aware of what they would do if they have a concern about a child. Children's use of the computer is monitored and there is a block to prevent them accessing any inappropriate websites. There is a policy and procedure which is implemented effectively in practice regarding the use of mobile phones and cameras. The staff to child ratios is

met and children are well supervised at all times, both indoors and outdoors. They can be seen at all times when they play in the upper playroom through the large glass windows fitted with safety glass. The premises are secure and children's safety is well maintained through the use of risk assessments. The director of the provision is responsible for completing driving tests to identify and monitor the suitability of staff recruited as mini bus drivers.

The manager and senior staff within the organisation clearly understand and meet the requirements of the Early Years Foundation Stage. All staff have a good knowledge and understanding of their roles and responsibilities. The manager is actively involved in observing staff practice. This includes observations of how staff listen and respond to children. This is a new initiative that has just been introduced to support staff development and training needs. Staff also visit other provision registered under the same organisation to identify strengths and weaknesses and share ideas for good practice. Since the last inspection, two staff have attended special educational needs training that has helped all staff to manage children's challenging behaviour. All staff have improved their ability to listen and respond to children and have improved the quality of their interaction with children as a result of information shared by senior managers who have attended related training. Students are closely supervised and supported in relation to aims for their learning and a dedicated member of staff works closely with their tutors to ensure objectives are met. There are robust recruitment and induction procedures in place to ensure all staff are suitable to work with children. All staff have had appropriate checks completed.

Staff complete written audits of how they can use resources to support and meet children's individual needs. All staff have recently attended training on the characteristics of effective learning and assessment. For example, training covered how children play and explore, how they are actively involved in their learning, and how they develop their creativity and critical thinking skills. Consequently, they have reviewed and improved the systems they use for tracking children's progress to ensure they reach expected levels of development. Self-evaluation is good. The manager of the provision works closely with the organisations senior staff to evaluate the quality of the provision and drive improvement. Parent's views about the quality of the provision are sought through the use of questionnaires, newsletters, meetings and an open door policy. The out-of-school provision encourages two children to represent the ideas from the group. For example, as a result of their requests for cooking activities staff now plan them twice a week. The provision can clearly identify future plans to further improve the good quality of the provision. Recommendations made at the last inspection have been met. Staff have successfully promoted children's independence. For example, staff provide them with a snack bar where they can serve themselves and clear away their plates. Partnership with parents is good.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY273089
Local authority	Merton
Inspection number	968489
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	49
Name of provider	Building Blocks Child Care Ltd
Date of previous inspection	12/07/2011
Telephone number	020 8417 1157

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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