

Building Blocks Kindergarten

Inspection report for early years provision

Unique reference number 304994
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Inspector Jane Shaw

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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 Kindergarten is one of three privately owned settings and was first registered in 1997. It operates from two buildings in Anderton, Northwich, Cheshire. All children share access to secure, enclosed outdoor play areas.

A maximum of 38 children aged from birth to under five years may attend the setting at any one time. The setting is open five days a week from 8am to 6pm all year round, with the exception of Bank Holidays. The nursery serves the local and surrounding areas, and children attend for a variety of sessions.

There are currently 45 children on roll, all of whom are within the early years age group. Some children are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register.

There are 15 members of staff, including the managers, 14 of whom work directly with the children. Thirteen of the staff hold appropriate early years qualifications, three have Early Years Professional and qualified teacher status, nine hold a level 3 qualification, one holds a level 2 qualification and two staff are currently undertaking level 3 qualifications.

The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides a fully inclusive and very welcoming environment for all children who attend. Staff know each child very well and respect their individuality; as a result, their needs are extremely well met and they make very good progress towards the early learning goals. Children's care, welfare, learning and development are promoted exceptionally well as a result of highly effective team working. Partnerships with parents, carers and other professionals complement the delivery of the Early Years Foundation Stage. Comprehensive systems for self-evaluation are in place, demonstrating the setting's excellent capacity for continuous 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:

- further developing plans to link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures and ongoing staff checks ensure the suitability of all staff working with the children. Comprehensive safeguarding policies and procedures are thoroughly known by all staff and, as a result children are very well protected. Thorough risk assessments, daily checks of the areas used, high staff-to-child ratios and the vigilance of all adults confirm the excellent safeguarding arrangements. Children are encouraged to develop awareness of their own safety and well-being through topics and discussions, familiar routines, and reminders regarding the safe use of tools and equipment.

Documentation is well maintained in order to promote the safe and very efficient management of the setting. Processes for managing the performance of staff and for their professional development are used exceptionally well to maintain high quality provision. Highly effective systems for self-evaluation are in place. All staff contribute to this process and, along with responses from parental surveys, action plans for the future are formulated. The registered person and staff team are committed to driving improvement and embedding ambition, exemplified in external monitoring and evaluation, staff training and development opportunities.

Partnership with parents and carers is excellent. They have access to plenty of information about the nursery and their child's developmental record at all times. Regular reviews of their child's development take place. Parents and carers speak very highly of the setting. At the initial stages staff obtain information about children's abilities, interests, likes and dislikes, enabling them to plan appropriate care, activities and opportunities for each individual child. This information is regularly reviewed and updated. Parents and carers are invited to complete questionnaires on a regular basis, and information is used in the setting's self-evaluation. Systems for liaising closely with early years professionals within local schools and other agencies ensure transition to school is effective and well planned. All children have equal access to all opportunities and resources, and as a result inclusion is extremely well promoted.

Self-evaluation high on the setting's agenda. The registered provider uses her staff team and external assessors to monitor and evaluate the setting. Regular reflection takes place, from which development plans are drawn up and implemented. Staff are fully committed to enhancing their skills and expertise through training and development, and this commitment, along with rigorous self-evaluation, shows the setting's strong capacity for improvement.

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

Staff use their excellent understanding of the Early Years Foundation Stage and how children learn to provide children with very good learning and development opportunities. An effective key person system ensures children feel extremely safe and secure, and as a result they make very good progress in their learning and

development. Children arrive happy and eager to participate in the extensive range of activities and opportunities on offer. All children make decisions about their play and freely access the available resources, becoming active learners, including toddlers and mobile babies as they access resources placed near to them on the floor. Staff have been trained in the effective use of heuristic play.

Plans and activities are based around observations staff have made of children's interests and development, and during play follow children's lead, extending their learning and play through effective questioning. Key persons' observations and assessments inform developmental records. These are linked to the areas of learning and show the next steps in their learning. A tracking system shows children's progress across the six areas of learning. Children independently select activities, their behaviour is excellent and they show care and concern for one another. Children are confident and independent. They play cooperatively together, negotiating and making suggestions during play, for example, pre-school children work together on their big build outdoors.

Children's communication, language and literacy are given high priority and children make excellent progress in this area. They are confident and skilful communicators. All children have opportunities to write and make marks, both indoors and outdoors, as they write lists, paint individual pictures, paint fences with water, and make signs for their seaside cafe. They have access to a variety of books and all children enjoy listening to stories.

They problem solve as they match, sort and use a variety of tabletop activities. Children have access to a variety of technological resources. For example, babies and toddlers use push button toys, and older children use a computer and a printer to print off their own work. Pre-school children use their own camera to take photographs of their work for their developmental records. Creative skills are developing, exemplified when they produce unique and individual pieces of artwork. For example, toddlers paint their own bears, and babies use wooden toys in paint to create a large display. Children's imaginary language is developing well as they are involved in role play.

Outdoor play encourages children's physical skills as they climb, balance, throw and catch. Babies and toddlers develop their physical skills as they feed themselves and learn walking skills, with staff support. Pre-school children use a bucket and pulley, and turn outdoor taps on and off.

Children enjoy appetising snacks and meals, which promotes healthy eating. Excellent routines and procedures are in place for hand washing to ensure children's health at all times. Outdoor play promotes children's health, welfare and physical development, however, opportunities for children to flow freely between the indoor and outdoor play space are not yet possible. The activities and opportunities offered and support from staff very clearly promote the excellent development of children's skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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