

Building Blocks Montessori Ltd

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Montessori Ltd has been registered since August 2003 and re-registered in 2011. The purpose built, single storey building is situated in a business park close to the town centre of Doncaster, South Yorkshire and is privately owned and managed. The nursery serves children and families from a wide area, as well as, the local business community. A fully enclosed garden is available for outdoor play. The nursery is open each weekday from 7.30am to 6.30pm all year round, except for bank holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care may be provided for a maximum of 56 children under 8 years, of whom no more than 12 can be under the age of two years. There are currently 86 children on roll all of whom are within the early years age range. There are 16 staff members, which includes the owner/manager who is supernumerary. The nursery also employs a cook. The majority of staff hold recognised childcare qualifications. The setting currently supports children who use English as an additional language. The children have goldfish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a rich and vibrant setting which is extremely safe and secure. They make significant gains in their learning based on staff having an expert understanding of how children learn and a good knowledge of each child's background and needs. All major aspects to keep children safe, healthy and well protected are robust with the exception of hand washing for some children. Adults truly value partnership working, particularly with parents and recognise the positive impact to children's achievement and well-being. The enthusiastic team are passionate about their work with children and have clear determination, ambition and drive towards continual improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve hygiene procedures in relation to babies hand washing routines
- strengthen effective working relationships with other providers delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by robust routines and procedures. This includes successful induction of new staff. Adults who work with the children are suitable to do so because they have been appropriately vetted. There is a clear understanding that those whose suitability is in process of being checked are not left

unsupervised with children. The staff team are involved in a rolling programme of training to keep children safe and well protected. This includes, first aid, food hygiene and safeguarding training. The provision indoors and outside is extremely safe. A secure finger print recognition system prevents unauthorised persons gaining entry. Visitors are well supervised. Staff check their identification documents and request they record their presence in a log book. Secure systems are in place to keep parents informed about children's welfare and well-being. For example, they are notified if children show signs of becoming ill, when the setting is aware of any infectious childhood ailments and regarding any injuries children sustain. To increase safeguarding awareness staff ask parents for information about accidents or incidents children experience away from the nursery.

Staff provide children with an extremely well resourced and welcoming setting. Interesting pictures, photographs, notices, posters and attractive wall displays contribute very effectively towards making the environment highly stimulating and extremely conducive to learning. Furniture, resources and equipment are of high quality. There is a very good balance between those that are traditional and those that support Montessori teaching methods. Toys are expertly arranged and organised to enable babies and children make informed choices and decisions. Space is used very well, including, children's access to outdoor classrooms. Routines within the setting are well established. This includes supportive action to help children through transition periods, either by moving between rooms within the setting or onto the school environment. Highly positive relationships with parents are firmly established based on them being kept updated and extremely well informed and involved. For example, they are welcome to stay and play alongside their children, share learning experiences and be involved in their own child care and education plans. The setting liaises with external agencies very well to ensure children experiencing any difficulties receive the support he or she needs. Liaison with other providers delivering the Early Years Foundation Stage exist and making a reasonable contribution to individual children's achievement and well-being.

Rigorous systems of observation and assessment ensure children succeed and make rapid progress in their learning. Their individual interests and abilities are known to staff through successful tracking and monitoring. Information is used very effectively to guide and inform the varied programme for learning. The team provide children with high levels of supervision and interaction. Morale is high and many staff are keen to develop their skills, expertise and knowledge through professional training routes. There are opportunities for some staff to share their individual talents with the children, such as through the gardening club and future activities involving arts and drama. The team has a clear and achievable plan for self-evaluation and improvement based on frequent evaluation of working practices that include contributions from parents and children. Processes for managing the performance of staff, taking account of their future aspirations are used exceptionally well to drive the continued success and on-going improvement of the setting.

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

Outstanding outcomes for children are clearly attributed to excellent use of resources, highly effective deployment of staff and accommodation well suited to its purpose. Dynamic learning opportunities that take place in the outdoor classrooms match those that take place indoors. For example, children use raised planting areas to grow and harvest a varied range of fresh produce, such as, herbs and vegetables. This is an area identified for further improvement to include fruit trees. Each outdoor classroom is extremely well resourced with high emphasis placed on enabling children to be active in their learning, independent and confidently. Children learn about being safe and keeping healthy. For instance, they are asked to think about how they should behave when going outside to play after rain. They understand that if they run or push they might fall and hurt themselves. All children have good access to clean bathroom areas where they are involved in effective routines to help them be independent and understand about personal hygiene. However, following lunch babies hands were observed to be washed using the same flannel which is not good practice and presents a possible area for cross-infection.

Childrens' behaviour is exemplary. They are very well occupied and engaged and benefit by a well balanced programme that includes activities initiated by the child, or led by an adult. Their thinking is challenged. For example, adults ask lots of open questions enabling children to make predictions, share their ideas and solve problems. There are copious opportunities for children to work independently or within a small or large group. They use a wide range of tools and are frequently involved in high level role and exploratory play. There are many mark making resources provided and cards to help children identify their own name. Older children could be further challenged by removing the picture clue from their name cards. Children have many favourite songs, rhymes and stories. Older children particularly enjoy acting out the stories and younger ones show great delight in counting rhymes. They ask for firm favourites such as, 'Row, row, row your boat' knowing the words and actions very well. A varied and exciting range of resources to help children develop early in skills in information and communication technology are available. This includes, an interactive white board, compact disc players, computer, keyboard and interactive toys that require action to make it work.

Throughout the year focussed attention is given to raising children's awareness of the society in which they live and the wider world. They learn, for example, about different countries, traditional and cultural festivals and taste authentic food. Parents and visitors are welcome to share their skills and talents to enhance children's learning. For instance, visitors include, a range of small animals and representatives of the Fire Service, library, a dental hygienist and parents and extended family members willing to demonstrate cooking or sewing techniques. Walks within the local area raise children's awareness of wildlife as they feed the ducks and swans and observe new buildings being erected. Children are introduced to important aspects of recycling, such as, using rain water for plants and cardboard boxes for modelling. Sometimes staff, parents and children collaborate

together for a common purpose such as, parties, special occasions and fund raising events. Overall, babies and children are very well equipped with fundamental skills they can use to extend their learning.

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?	2
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	2
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	2
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	2
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	2
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