

Building Blocks Kindergarten

Exeter Street, Bourne, Lincs, PE10 9NS



Inspection date 18 April 2018
Previous inspection date 27 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager provides good leadership. She regularly checks the quality of staff's work and provides prompt feedback on their performance with clear targets for improvement. Training is directed well to support children's ongoing progress.
- Partnerships with parents are well established. There are good two-way systems to share information about children's needs and achievements. Staff keep parents well-informed about their children's development. Parents are very complimentary about the staff. They comment that their children are happy and make good progress.
- Managers work closely with staff to monitor children's progress. They use information obtained from group tracking systems to plan interventions and close any gaps in learning.
- Behaviour is good. Staff teach children to learn important values, such as respecting similarities and differences between others.
- Children are very happy and settled. The effective key-person system helps ensure that children's emotional well-being is positively nurtured.

It is not yet outstanding because:

- On occasions, staff do not give children enough time to respond to their questions to encourage them to think and share their own ideas.
- Staff do not always make full use of activities to build on children's understanding of measurements, shapes, and quantities.

What the setting needs to do to improve further

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

- give children more time and opportunity to think, answer questions and share their ideas
- build on children's understanding of measurements, shapes and quantities.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Staff are aware of their role in protecting children from harm and know the processes to follow if safeguarding concerns arise. Recruitment procedures meet requirements. There are effective processes to help new staff to become familiar with their role and to understand their responsibilities. The management team is experienced and well-qualified and has established a good culture of learning. This has a positive impact on the overall effectiveness of children's learning and development. Managers work closely together to support staff and make improvements in practice. They recognise the need to continue staff's professional development, to raise the good quality of teaching even further.

Quality of teaching, learning and assessment is good

Observations are completed regularly and monitored by managers. Staff quickly identify children who may need early help in their learning. They swiftly implement targets to support children who have special educational needs (SEN) and/or disabilities. Children's communication and language skills develop well, including those whose starting points are lower. Staff talk purposefully to children throughout activities and help them to extend their vocabulary and remember new words and phrases. During stories, staff read with enthusiasm and create intrigue that holds children's attention. Older children can recall and reflect on key parts of a story and enthusiastically anticipate what comes next. Staff help children to develop their curiosity and interest in the world around them. For example, babies explore different textures and shapes in their messy play and investigate how things work.

Personal development, behaviour and welfare are good

Children's emotional well-being is promoted positively through caring interactions with staff. Each child and their family are valued as individuals. Staff provide children and parents with a warm and enthusiastic welcome. New children are very sensitively helped to settle and quickly grow in confidence. Staff help children to be persistent and to try hard at everything they do. They use praise well to help children recognise their strengths and support them to overcome difficulties. Children learn about keeping healthy. They enjoy being outdoors and make good use of the well-resourced outdoor areas. Children benefit from home-made meals cooked on the premises.

Outcomes for children are good

All children are making good progress and those who have SEN and/or disabilities are supported very closely to achieve at the best possible level. Children communicate their needs and are becoming confident individuals. They listen and concentrate very well and develop positive attitudes towards learning. Children benefit from the close liaison between the kindergarten and the neighbouring schools. They become familiar with school routines and school staff during visits. They are gaining good skills in readiness for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	260013
Local authority	Lincolnshire
Inspection number	1090475
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	104
Number of children on roll	130
Name of registered person	Suzanne Claire Reece Hamshere
Registered person unique reference number	RP511520
Date of previous inspection	27 May 2015
Telephone number	01778 422221

Building Blocks Kindergarten registered in 2000. The kindergarten employs 21 members of childcare staff. Of these, 18 hold relevant early years qualifications at level 2 and above, including the owner manager who holds qualified teacher status. The kindergarten opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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