

Inspection of Play Place Building Blocks Pre School

St. Barnabus Church, 69 Higher Drive, Purley, Surrey CR8 2HR

Inspection date: 17 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children at this setting feel safe and secure. Children separate from their parents happily and are greeted by warm and friendly staff, who know them all well. Children engage in a variety of activities and resources, which are set out with their interests in mind. For example, staff encourage children to draw a web with chalk on black paper, linking with a love of superheroes. Staff discuss the needs and likes of the children to ensure that children are happy and progress is made. Staff plan activities to suit the needs of each child, meaning that children are motivated to engage and learn.

Parents report to be very pleased with the setting and feel supported by staff. Management and staff work well to ensure that communication with parents is good, making for positive relationships. This benefits the children as there is a feeling of cohesion and working together for the best outcomes.

Children enjoy group time and are encouraged to listen to one another. Good manners and self-awareness are promoted by staff. Children are encouraged to take turns and wait until their friends have finished talking without interruption. Children excitedly chatter about the weather and staff joke about what clothes are needed for outside. Children show their understanding by correcting staff and offering suggestions.

What does the early years setting do well and what does it need to do better?

- Children help each other to put their coats on and show care and respect for one another. Staff remind children to be mindful of their bodies and personal space. This helps children to learn about boundaries and consent. Children are taught to be aware of one another and are encouraged to think about the feelings of others.
- Staff invest in, and are inclusive to, all children, including those with special educational needs and/or disabilities. Staff build on existing capabilities and take steps to help the children to develop further. Staff work closely with parents to ensure that meaningful targets are agreed and can be accomplished, such as supporting children to sit at the lunch table or mix with their peers. Staff recognise little wins for the children and celebrate their achievements.
- Staff lead an activity of making handprint animals. Children paint their hands and enjoy mixing the paint and making marks. Children sit attentively and are engaged and supported by staff. Opportunities for language development are rich and recognised by staff, who introduce descriptive words, such as 'slimy' and 'bristly'. Children repeat the words and use them later in the correct context, showing that successful learning has been achieved. The attentive staff notice this and respond with praise.

- Children enjoy playing with movable items, such as blocks and plastic tubes, in the garden. They build an obstacle course with blocks and encourage their friends and staff to join in. Children ride a balance bike over the blocks, showing coordination and a positive attitude to risk. Staff motivate the children by cheering and recognising their efforts.
- Children discover ice during playtime outside. Their interest is noticed by staff, who encourage the children to break it up and put it in a container to see what it does inside. Staff show children how to use the ice to make a trail on the floor. However, children did not have sufficient time to think and explore on their own or at their own pace. Sometimes, activities are overly adult led and children lose opportunities for independent learning.
- The manager has a clear ethos of building positive relationships to enable children to be confident and sociable. This is readily seen in the setting. Good communication and sensitivity are modelled by management and cascaded to staff, children, and families. Staff and management work well with local services and each other to enable children to achieve and flourish.
- Children show care and attention by wrapping bandages around the head of a teddy bear. They play together, offer soothing words and remind the toys to wait their turn. Children use the contents of a first-aid box to help to tend to the toys. A stethoscope is then carefully wrapped up and put back into the box for safe keeping. Staff notice the game and join in, pretending to be patients.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children to follow their fascinations and interests at their own pace.

Setting details

Unique reference number	EY429584
Local authority	Croydon
Inspection number	10301202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	11
Name of registered person	Play Place Child Care Services Limited
Registered person unique reference number	RP901701
Telephone number	0208 660 5055
Date of previous inspection	23 January 2018

Information about this early years setting

Building Blocks registered in 2011. It operates each weekday between 9am and 3pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five staff, three of whom have appropriate early years qualifications between level 2 and level 3.

Information about this inspection

Inspector

Zoe Duggan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector observed the quality of the education being provided across the pre-school indoors and outdoors, and assessed the impact on children's learning.
- The manager and staff spoke to the inspector about how they support children with special educational needs.
- The inspector and manager carried out a joint observation in the pre-school.
- Parents spoke to the inspector and shared their views of the pre-school.
- The manager showed the inspector some nursery documents regarding the suitability of staff.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024