

# Blackshaw Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	123091
<b>Inspection date</b>	01/07/2009
<b>Inspector</b>	Christine Jacqueline Davies
<b>Setting address</b>	Blackshaw Road, Tooting, London, SW17 0QT
<b>Telephone number</b>	020-8672-4789
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## **Description of the setting**

Blackshaw Nursery has been registered since 1982 and is accountable to a management committee. The premises are situated in the grounds of St Georges hospital, in the London borough of Wandsworth, serving staff at the hospital as well as the local community. It operates from four group rooms and has access to a self-contained outdoor area. The nursery is registered on the Early Years register to care for a maximum of 58 children aged from three months to five years. There are currently 60 children on roll and there are 18 children in attendance who are in receipt of nursery funded places. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children who speak English as an additional language. There are currently no children with learning difficulties and/or disabilities attending. The nursery is open five days a week and operates from 7.00 to 18.30 Tuesday, Wednesday and Fridays and 7.00 to 20.00 Monday and Thursdays all year round, closed only for Bank Holidays. There are currently 26 staff employed at the nursery of which 19 staff including the childcare coordinator work with the children. The majority of staff hold a relevant childcare qualification and are suitably experienced. The nursery receives support from the local authority early years team.

## **Overall effectiveness of the early years provision**

Overall the quality of provision is good. Children flourish in their environment, making good progress in their overall learning and development. Self-evaluation is integral to daily practice and established partnerships with parents and other agencies, ensure that an inclusive environment is promoted.

## **What steps need to be taken to improve provision further?**

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

- further develop systems to ensure that all children's starting points and capabilities are collated when they first join the nursery
- further develop systems so that parents can fully contribute to their children's individual records and that their views are used to aid future planning

## **The leadership and management of the early years provision**

Strong leadership coupled with a clear sense of purpose ensures that all senior members of staff are clear about their roles and responsibilities within the setting. Furthermore, detailed policies and procedures are in place which meet the requirements of the Early Years Foundation Stage. This ensures that good practice is disseminated throughout the setting and that children's overall well-being is promoted effectively. Children's safety is a high priority as risk assessments are robust and are conducted on a daily basis. All staff are first aid trained and

appropriate procedures are in place to treat minor accidents and administer medication. In addition to this, safeguarding procedures are thorough and ensure that practitioners know what to do should they have concerns about children in their care. Effective systems are in place for the recruitment and vetting of staff so that adults providing care and looking after children are suitable to do so. Therefore, helping to protect children from harm. The nursery demonstrates a commitment to continuous improvement and have clear systems in place to monitor and track areas that require further development. In addition to this, recommendations from the previous inspection have been implemented and have a positive impact on outcomes for children. Partnerships with parents are sound. Practitioners gather information about children's individual needs but do not always ensure that children's starting points and capabilities are recorded when they first start at the nursery. Practitioners also ensure that there are regular opportunities for parents to discuss children's progress on both an informal and formal basis. However, progress records do not include parental contributions or their views about how their child's overall learning and development can be further developed.

## **The quality and standards of the early years provision**

Practitioners have a good knowledge of the principles and themes that underpin the Early Years Foundation Stage, so as a result, children are happy, confident and make good progress in their learning and development. Practitioners conduct regular observations of children's progress, using information obtained to plan for children's individual needs. This also ensures that children who require additional support have their needs identified quickly. The learning environment is enabling and is organised so that children have opportunities for self-initiated learning as well as planned group activities. Practitioners have high expectations of children's achievements, taking time to listen to children as well as using good questioning techniques to stimulate discussion and extend their learning. Children's personal, social and emotional development is promoted effectively as they have a positive disposition to learn, good concentration skills and work well with their peers. So as a consequence, children behave well and exude good levels of self-esteem. Children are skilful communicators and benefit from an environment that is rich in print. They recognise their own and other's names when labelling their own work and are able to ascribe meaning to marks when writing descriptions to accompany their drawings. Children show a growing fondness for stories and enjoy making their own books that reflect their real life experiences. Vertical and horizontal number lines are displayed both indoors and outdoors helping to reinforce children's understanding of number. In addition to this, children develop problem solving skills through daily practical routines such as helping to set the table for lunch, calculating how many cups and plates are needed for their table. Activities such as number puzzles, construction and water play, help children understand concepts such as size, shape and space.

Children develop positive attitudes to their overall health and well-being. Daily outdoor activities help children develop confidence when using a range of small and large equipment that challenges their coordination, balance and negotiation of space. For example, children use three wheeled bikes skilfully along the reconstructed 'road map', play football and use the large slide with ease.

Children benefit from healthy, nutritious meals and understand the need for regular fresh air and keeping themselves hydrated during the hot weather. Children show a growing appreciation and understanding of technology, competently handling equipment such as the tape recorder/CD player and headphones independently to listen to their favourite story tapes. Children investigate their natural and constructed environments with enthusiasm because practitioners provide a good range of planned topics and activities that help children gain a better knowledge and understanding of the world. For example, children have created a gardening area where they can grow vegetables and plants, collect mini-beasts and snails for their display table, consolidating their understanding of lifecycles and growth. In addition to this, the sensory area in the garden encourages children to learn about different textures such as pasta, rice and lentils. Children learn about themselves and others through a range of planned activities and topics, recently completing a topic about the Chinese Dragon boat festival. They also handle a range of resources that reflect diversity and learn the importance of respecting similarities and differences through discussion.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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