



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123091

DfES Number: 500427

INSPECTION DETAILS

Inspection Date	15/01/2004
Inspector Name	Tracy Maria Clarke

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Blackshaw Nursery
Setting Address	Blackshaw Road Tooting London SW17 0QT

REGISTERED PROVIDER DETAILS

Name	Blackshaw Nursery 2680299 1011623
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ORGANISATION DETAILS

Name	Blackshaw Nursery
Address	St. George's Hospital Blackshaw Road London SW17 0QT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Blackshaw Day Nursery has been registered since 1982.

It is a full day care provision that is registered for 58 children aged from 3 months to 5 years. The nursery operates from 7.00am to 6.30pm Tuesday, Wednesday and Fridays. 7.00am to 10.00pm Monday and Thursdays all year round, closed only for Bank Holidays.

The nursery is situated on the grounds of St Georges hospital, in Tooting. The area is well served by public transport and within walking distance of Tooting Broadway underground station. It is a purpose built nursery which was opened in 1982. There are four group rooms, with children being separated according to age and stage of development. The nursery provides full and part time places to the children of hospital staff and to children within the local community.

There are currently 23 staff employed at the nursery, of whom 14 hold a relevant childcare qualification, and a further 2 staff who are currently undertaking childcare training.

The nursery have 21 children in attendance who are in receipt of nursery funded places. There are currently no children in attendance with special needs and one child who has English as an additional language.

How good is the Day Care?

The Blackshaw Nursery provides satisfactory care for children.

The premises are warm and welcoming and provide appropriate space and resources for children and staff. However the garden area requires more effective risk assessment prior to children using the area, to ensure children's safety at all times. Policies and procedures are generally well maintained, although revision is needed to some, and other systems need to be devised, to ensure the effective and safe management of the provision.

A clean and hygienic environment is provided, with effective systems in place for food preparation, and nappy changing. However, children's toilets need to be fitted with doors to afford children privacy. All staff take good account of children's dietary needs and the menu provides a nutritional and well balanced diet to children.

Children's needs are well known by staff, and they provide appropriate care and routines for children. Age appropriate activities are provided, and the nursery has a good supply of well made and accessible toys and books for children to play with. However, staff are less confident about planning activities which challenge and stimulate children, and which provide children with greater opportunities to explore and investigate. Generally, staff are caring and have good relationships with children and parents. They also have effective systems to manage children's behaviour in a positive manner.

Staff work in partnership with parents, sharing information about children's individual needs and routines. There are good systems in place to notify parents daily about the food their child has eaten and how they have slept. Staff now need to develop more effective systems to record children's development and share this information with parents on a regular basis.

What has improved since the last inspection?

Ten actions were made at the last inspection. Seven actions have been met in full. These include cleaning materials being made inaccessible to children, information being received about staff who drive the minibus, ensuring a named staff member for behaviour management, updating the complaints procedure; and providing resources which promote equality of opportunity. Staff have also devised systems to record what children do, but these have only been partially successful and further work is required to ensure observations undertaken are used to help staff plan activities effectively. Two actions remain outstanding and have been brought forward to this year, they include staff devising more effective systems to plan activities, and staff ensuring that the garden is risk assessed properly before children use it.

What is being done well?

- staff are aware of children's individual needs and provide age appropriate routines and care
- the majority of staff hold a relevant childcare qualification, and many staff have undergone first aid training
- toys are well made, accessible and age appropriate
- staff are aware of children's dietary needs and take account of these when preparing and planning food
- effective systems are in place for staff to share information on a daily basis with parents

What needs to be improved?

- improve staff's ability to plan a range of stimulating and challenging activities
- ensure effective risk assessments are carried out in the outside play area
- devise and revise procedures for the safe and efficient management of the provision
- improve children's access to the outside play area
- ensure toilets afford children privacy
- devise effective systems to share information with parents about their children's progress

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
14	devise procedures for the safe and efficient management of the provision, to include a formal staff induction procedure, lost child procedure (nursery), behaviour management procedure, record of physical intervention, system to record concerns, child protection procedure (staff allegations) and medication record (parental signature)	15/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	ensure effective systems in place to risk assess the outside play area prior to children using this area
3	improve staff's ability to plan an effective range of activities which enable children to explore and investigate, and which offer children appropriate stimulation and challenge

3	ensure children of all ages are able to experience a range of activities in the outdoor play area, throughout the year
4	ensure that doors are in place on children's toilets, to afford children privacy
12	devise appropriate systems to ensure that parents are kept fully informed about their child's progress

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Blackshaw Nursery offers generally good quality education where effective planning helps children make generally good progress towards the early learning goals.

Teaching is generally good. Staff work well as a team and communicate effectively. Staff are committed to supporting and teaching children, and are able to extend activities and vocabulary. Long, medium and short term plans are written by all staff and demonstrate an understanding of the early learning goals. Staff's written observations on children are limited and this results in missed opportunities to record what children have and have not achieved from an activity.

Two staff have early years qualifications with one other close to completing an NVQ level 3 in Childcare and Education.

Staff are able to support children with English as an additional language and work closely with their parents. They are willing to adapt activities to enable all children to participate.

Leadership and Management are generally good. The Registered Person was not available for interview and the manager (child care co-ordinator) has only been in post for 6 weeks. Staff say they feel supported by the manager and feels she communicates effectively. The manager is able to recognise areas she wishes to develop, and understands the setting has strengths and weaknesses. She is aware that staff training needs to be undertaken in many areas and knows where to go to seek advice for this.

Partnership with parents is generally good. Parents state that they are happy with the nursery. They find staff approachable and feel the environment is warm and welcoming. Parents receive regular newsletters about activities and outings, but do not have opportunities to access their child's progress records or to discuss these with staff on a formal basis.

What is being done well?

- Children develop respect for their own culture and beliefs, and that of others. They form good relationships with adults and peers; staff act as good role models.
- Children count confidently to twenty whilst in group situations, and are given many opportunities to explore shape, position, size, quantity and patterns.
- Children build and construct using a wide range of objects and tools which they handle with increasing control. They are given regular opportunities to climb, balance and move with co-ordination.
- Planning is clear with long, medium and short term planning carried through

to day to day activities. The partnership with parents is open, friendly and parents are kept informed about routines and the range of activities provided. They speak positively about the nursery and feel able to be involved by offering ideas and suggestions.

What needs to be improved?

- opportunities to write for a variety of purposes.
- opportunities to problem solve, recognise numbers from 1-9 and use addition and subtraction in practical activities.
- assessment and record system for individuals children to provide a clearer link with the stepping stones and early learning goals.

What has improved since the last inspection?

Progress made since the last inspection is limited. The setting was asked to: -

1) Develop weekly and daily plans; ensure that sufficient time is allowed to develop all aspects of language and literature and continue to develop the use of the evaluation notes already made.

Plans have now been developed that include long, medium and short term planning. They show what activities children are participating in, the resources needed and what they hope children will learn from them. Writing projects have been created with children forming letters, initially with dots and then in free hand. There has been good progress in creative development with children given regular opportunities to take part in lots of construction projects, art work and free hand drawing. They use a wide selection of tools to help them including scissors, glue sticks, shape cutters and pens and pencils. Evaluation records are still significantly weak and further development in this area needs to be addressed.

2) Devise and record a clear programme for language and literacy and mathematics giving special attention to developing and using children's writing skills in purposeful situations that are meaningful to the children themselves.

A programme for language and literature has been devised but there are still limited opportunities for children to write for a variety of purposes. Opportunities have been created in mathematics with children exploring shape, position, size, quantity and patterns. However, there are still too few opportunities for children to recognise numerals or to understand simple addition and subtraction.

3) Agree a system to record children's progress and achievements in the six areas of learning.

Progress in this area is still limited with very few assessments and evaluations being undertaken for each child.

4) Provide spacious indoor accommodation which will support children in their

learning.

Two classrooms have now been allocated for the three to four year old children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are given many opportunities to develop respect for their own culture and beliefs and that of others. They form good relationships with adults and peers and staff act as good role models. There are missed opportunities for children to show independence during snack time, and too few opportunities for children to speak about their experiences in a familiar group

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with enjoyment, pay attention and can re-call familiar words and rhymes within those stories. They handle books well and understand that print carries meaning. There are too few opportunities for writing for a variety of purposes, and too few opportunities to read a range of familiar words and simple sentences.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to twenty whilst in group situations, and are given many opportunities to explore shape, position, size, quantity and patterns. There are too few opportunities to develop understanding of addition and subtraction through practical activities, or how to solve problems and recognise numerals from 1-9.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build and construct using a wide range of objects, and learn how to select and use tools to join materials together. They have regular opportunities to learn about their own cultures and those of other people, but too few opportunities to use everyday technology to support learning

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given regular opportunities to handle a variety of objects, materials and tools for construction and they have increasing control whilst doing this. They are also given regular opportunities to climb, balance and move with co-ordination. There are few opportunities for children to recognise changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy singing songs from memory and exploring how sounds can be changed. They are encouraged to use their imaginations in art, design, role play and stories. Children are given regular opportunities to explore colour, texture and shape.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop evaluation and assessment records so that children's progress is recorded as it is achieved in the six areas of learning, and use this to inform planning of the education programme.
- Ensure that children are given regular opportunities to use writing skills for a variety of purposes that are meaningful to them.
- Continue to develop the mathematical programme to ensure regular opportunities are given to children to recognise numbers and explore addition and subtraction.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.