

Blackshaw Nursery

Blackshaw Road, Tooting, London, SW17 0QT

Inspection date

12/04/2013

Previous inspection date

01/07/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children's good health and well-being is supported by staff who provide children with healthy, balanced and nutritious food at snack and mealtimes.
- Staff use observations, assessments and children's interests to plan for children's next steps in their learning. This means that children make suitable progress in relation to their starting points.
- Children have access to a well-resourced outdoor play area daily, which supports their good health and well-being.

It is not yet good because

- Staff do not consistently ensure all children's individual needs are met, which means some children are not fully supported to take part in activities or at mealtimes.
- Some activities are not prepared well enough to ensure these are appropriate for the ages of the children taking part or that there are sufficient quantities of resources.
- Children are not supported well in their move to school, as the nursery does not make secure links with other settings or help children to explore what it may be like to go to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises.
- The inspector took account of the views of some of the parents spoken to on the day of inspection.
- The inspector checked evidence of staff training records, qualifications and suitability to work with children.
- The inspector reviewed a representative sample of children's records, learning journals and planning.
- The inspector observed activities in all four playrooms and lunchtime routines.

Inspector

Sue Mann

Full Report

Information about the setting

Blackshaw Day Nursery registered in 1982 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises in the grounds of St Georges Hospital in the London Borough of Wandsworth. It is privately owned. There is a fully enclosed area available for outdoor play. The nursery employs 26 members of staff. Of these, 18 hold appropriate early years qualifications at level three, including two who have also attained Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who learn English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff are suitably deployed to meet the needs of all children, with particular regard to supporting children's lunch time routines.

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

- provide enough child sized cooking utensils and aprons to enable all children to take part in cooking activities
- prepare children for their transition into other early years settings or school, for example, through planning extra time to support children and strengthening the links with other settings
- encourage children's awareness of good hygiene, for example, through enabling them to wear appropriate clothing during cooking activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, the nursery environment offers children a sound range of activities, which supports children in their learning. However, staff do not sufficiently organise some activities to provide enough resources to meet all children's needs. For example, there are only four pastry cutters for a larger group of children to share. This means that some children try to take the cutters away from others, as they do not understand the need to take turns. Furthermore, other children display frustration at having to wait and lose interest. Staff observe children at play, and record each child's achievements in their learning journals. Staff ensure that they suitably assess children's progress, which ensures they are able to plan activities that reflect children's interests. This means that children make suitable progress in relation to their starting points. Staff spend time with parents and their children when they first start, which enables staff to find out about children's routines at home and current learning and development levels. This means that children settle easily and parents are able to leave their children confidently.

Information sharing continues daily through verbal feedback and written daily diaries for the younger children. This helps to ensure parents are aware of how their children have been through the day and they are able to share any of their child's achievements. Staff compile neat learning journals for every child, which they share with parents regularly. Parents are able to add their comments to the next steps sheets, which enables staff to see what the children can do at home and plan accordingly. Staff have systems in place to assess children's progress between the ages of two and three years, which enables staff to identify any concerns in a child's learning or development.

Children learning English as an additional language are given one-to-one attention and staff encourage parents to share a list of words in children's home languages. This helps the children to develop sound communication and language skills. Staff read stories to children and ask relevant questions about the main characters to engage children's interest. This helps children to think and respond as they develop their early reading skills. Key persons work closely together to support children as they move between age groups. This enables children to explore their new surroundings from the security of their familiar adult. This also supports continuity of children's care routines from one room to another, which helps children to make consistent progress towards the early learning goals.

The contribution of the early years provision to the well-being of children

Children's well-being is nurtured as staff effectively promote their personal, social and emotional development. The key person system helps children to develop feelings of security and provides a special person to give reassurance when needed. Babies demonstrate that they feel safe and secure, as they put their arms up for cuddles, enjoying the warm, loving and consistent levels of care. This supportive approach helps new children to settle into the nursery easily. Parents comment that they feel happy they

are able to leave their children in the care of the staff. Overall, effective staffing ratios means that there is more staff available than the minimum staffing requirements. However, staff deployment does not always meet all children's needs, which is a breach of requirements. For example, some children who need individual support and encouragement to eat their lunches are unsupported as other children take all the staff's attention.

Children develop an understanding of the importance of healthy lifestyles. They enjoy freshly cooked, balanced and nutritious meals and snacks, which are prepared on the premises by the cook. The babies are developing independence as staff provide opportunities for them to feed themselves with finger foods. Older children enjoy independently scraping their plates of any leftover food in the waste bin, before getting their desserts. Staff teach children to wash their hands before snack and mealtimes, which helps minimise the risk of cross infection. However, suitable attire, such as aprons are not provided for children when they are taking part in cooking activities to fully promote their awareness of good hygiene. Children enjoy daily opportunities to enjoy physical play in the exciting outdoor play area. This helps to support their good health and well-being.

Children leave the nursery to attend many different schools, mainly out of the borough. The nursery has not made many links with local schools, which means that staff are unable to prepare children for their move into school. Furthermore, resources and experiences to help children understand what it is like to go to school are limited. This means that children are unable to gain an understanding of the next stage in their learning. The management use their links with the local borough to access a range of training programmes to support staff. These links enables staff to seek support or advice if they have any concerns about a child's learning or development.

The effectiveness of the leadership and management of the early years provision

The inspection was brought forward following concerns received by Ofsted about the effectiveness of the provider's safeguarding procedures. This was in relation to an incident that occurred prior to the inspection. The provider had failed to ensure that the safeguarding policy, procedure and staff understanding met with requirements. However, the provider took appropriate action and now has a clear safeguarding procedure in place. This supports children's welfare and the safe and efficient management of the setting. The management team monitor the implementation of safeguarding procedures within the nursery. They act in the event of any incidents and check whether procedures need updating or changing as a result of action plans. Staff have all recently attended safeguarding training. Safeguarding policies and other supporting documentation have been reviewed and checked by the local safeguarding officer. This means that these meet the welfare and safeguarding requirements of the Early Years Foundation Stage. Clear documentation describing procedures to follow should staff have a concern about a child are available in every room. This means that staff are clear about what they should record and report. The secure buzzer and camera system is an effective security measure and good risk assessments and daily checks help to ensure that the nursery is safe for

children. All recommendations raised at the last inspection have been addressed.

Systems for recruiting new staff are thorough, which means that all staff complete the necessary checks to be working with children. Staff have regular team meetings, which enables staff to request any additional training they would like to attend. In addition, the provider has recently put supervision systems in place for staff. The staff team have written self-evaluations in each room, although management have yet to fully go through these and identify areas for improvement. Management have been focusing on ensuring that the staff are fully aware of their responsibilities in safeguarding children, which have been fully addressed. Children, parents, staff and the local authority officer are all involved in the self-evaluation process, which helps to promote satisfactory outcomes for children.

The management team understands their responsibilities for implementing the learning and development requirements, which they do well. Regular monitoring checks ensure that staff record children's progress and identify appropriate steps in their development.

Relationships with parents are positive and support children's learning and development well. Parents comment that they are happy with their children's care in the nursery. They feel like they are able to contribute their thoughts and observations as to what their children can do at home. Parents record these observations on next steps sheets, which enable staff to add children's interests to their individualised planning. Parents have opportunities to spend time in the nursery. For example, they visit to read children stories and were also invited to a 'chatterbox tea party'. This enables staff to develop supportive relationships with the parents. The nursery operates alongside St Georges Hospital, which enables the nursery to seek a wide range of support and advice should they need to. This means that children with special educational needs and/or disabilities are well supported, as staff invite specialists into the nursery to help support individual children. The nursery has links with the local borough, which helps them draw up action plans for the continuous improvement of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	123091
Local authority	Wandsworth
Inspection number	912751
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	54
Name of provider	Blackshaw Nursery
Date of previous inspection	01/07/2009
Telephone number	020-8672-4789

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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