

# Blackshaw Nursery

201 Blackshaw Road, London, SW17 0BZ

<b>Inspection date</b>	22/04/2014
Previous inspection date	12/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The management team and committee members are committed to continually developing and improving nursery provision. They monitor their practice and take effective steps to ensure positive outcomes for children.
- The quality of teaching is good because staff effectively support and extend children's learning.
- Children are encouraged to explore and make choices in their play. This enables them to develop their confidence and make good progress.
- Staff are good role models as they reinforce positive behaviour providing clear guidance to children.
- The nursery staff team have formed positive partnerships with parents and others providing early years care and education. This supports a consistent approach to children's learning.

### It is not yet outstanding because

- There is room to further enhance a consistent approach to support children's learning between nursery and home.
- Although staff make visual checks of the indoor and outdoor environments they have not considered involving children in this process to heighten their awareness of identifying hazards.

## 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 observed children taking part in a range of activities both indoors and outside.
- The inspector held discussions with staff at appropriate times, focusing on safeguarding children.
- The inspector sampled children's developmental records and the monitoring of the curriculum delivery.
- The inspector sampled a range of the nursery's policies and procedures which included safeguarding, accident and medication records and risk assessments.
- The inspector took into account the views of parents.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Blackshaw Day Nursery registered in 1982 and is privately owned. The nursery operates from purpose-built premises in the grounds of St George's Hospital in the London Borough of Wandsworth. There are four main childcare rooms; Tiny Tots, Tweenies, Toddlers and Schoolroom. Toilets, nappy changing and sleep rooms are integral to all four rooms and there is an enclosed outdoor play area. There is a kitchen and laundry, office and staff room. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday all year round, closing only for bank holidays and two days per year for staff training. The nursery opens daily at 7am and has the facility to stay open until 10pm Monday and Thursday and closes at 6.30pm on other days. There are currently 53 children on roll in the early years age group. The nursery is in receipt of funding to provide free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 24 staff. Of these 18 hold appropriate early years qualifications at level 3, one member of staff is qualified at level 4 and one has attained Early Years Professional status.

### What the setting needs to do to improve further

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

- enhance partnership working with parents by developing the strategies to engage them in their children's learning at home
- consider ways to involve children in the completion of risk assessments to increase their understanding of keeping themselves and others safe

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities which support children's all round development. The educational programmes covers the seven areas of learning and offer a wide range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Staff complete observations to understand children's learning styles and current interests, then use this information to shape the learning experiences they offer. This ensures teaching focuses on individual children's interests and the next steps in their learning. Children's records of achievement clearly show how each child will be challenged appropriately across all areas of learning. Staff quickly identify any gaps in achievement

and additional support is put into place should children require it to support their specific needs. Parents are involved in children's assessment through contributing to ongoing assessments, the progress check at age two and children's development records. Parents comment that they enjoy contributing to their children's development records. This leads to good relationships between staff and parents and successfully engages them in the education of their children. However, there is room to enhance the exchange of information with parents to support learning in the home to fully promote consistency between the home and nursery learning environments.

Children are involved, motivated and engaged in a good range of interesting, hands-on activities and experiences which provide good levels of challenge. Babies enjoy exploring a good a range of sensory materials. For example everyday objects and materials which look and feel different. Babies are relaxed and content as they become fascinated by the sounds a toy makes or the way it moves. Staff demonstrate how toys work so that babies press buttons to copy their actions. Babies readily join in with the actions to songs by swaying back and forth to songs such as 'row your boat', laughing with excitement as they anticipate the loud scream at the end. Young children display early literacy skills as they make marks in cornflour, shaving foam and finger painting. Staff sit alongside young children offering comfort and reassurance, supporting them in their play. Children enjoy make-believe play. They act out storylines within their favourite books by exploring the many different types of fruit. To help children consolidate their play, staff take them to a local market to buy a range of exotic fruits, thereby also developing an understanding of their local community.

Staff recognise the importance of children's language development and use a range of teaching strategies to build children's vocabulary and confidence in speaking. For example, staff engage children in many worthwhile conversations about home events and children excitedly share these experiences, describing what took place. Children help themselves to writing materials during daily activities and write and make marks for a variety of purposes. Older children write their name confidently and they recognise the sounds that the letters make. They are beginning to read words and simple sentences and enjoy taking reading books home to share with parents. Children listen attentively to stories and enjoy looking at books independently in the cosy book areas. Children show an interest in numbers and confidently describe the shape and size of objects, such as the sails of a paper boat in water play. Children use their number knowledge to work out how many forks and knives are needed as they set the table for lunch. Staff set children challenges by deliberately not having enough crockery or cutlery so children need to work together to solve problems. Together, they establish they need for four more forks and three cups. Children enjoy investigating the natural world. They observe changes such as the life cycle of butterflies and frogs. Children enjoy scientific experiments such as why paper boats sink in water play. Together they establish the need to use materials that do not soak up water. Staff offer suggestions such as the use of foil. Children excitedly explore this option and share thoughts on the predicted outcomes. Therefore, children are making good progress as staff set exciting and challenging activities to support their learning.

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

An effective key person system is in place. Children demonstrate an affectionate and trusting relationship with staff. The effective key person system ensures staff give good attention and time to helping children feel emotionally secure in their environment. This allows children and parents to build meaningful relationships with staff. Parents complete an 'all about me' form prior to their children starting at the nursery. This provides an important link between parents and staff so that children's needs can be understood prior to admission. Therefore, children benefit from secure relationships with consistent key staff who know them well and attend to their individual needs. Young children enjoy lots of cuddles and reassurance and routines consistent with their experiences at home, which helps them settle quickly. For example, comforters are ready and waiting in individual cots and babies receive gentle rubbing of their backs as they settle down to sleep which supports their emotional well-being.

The indoor and outdoor environment is organised to provide children with an exciting range of play experiences that support their development well in all areas of learning. The well-organised rooms enable children to choose from a good variety of toys and resources, many of which are stored on low-level shelving with picture labels and words. Even the youngest of children can therefore make choices with regard to their play. Staff make daily visual checks of the indoor and outdoor environments to check the safety of equipment and toys. However, they do not involve children in this process to heighten their awareness of how to keep themselves and others safe. Staff show a good understanding of how to positively respond to children's different behaviour. Children learn about boundaries and how to share with their friends, in a way that they understand. Consequently, children's behaviour is good. Staff are deployed effectively to support children in their play and learning.

Children are learning to be active and understand the benefits of physical activity because they spend time in the large outdoor space every day, where they benefit from fresh air and practice their physical skills. Staff support children to take risks in their play outside. They run up and down grassy slopes, climb nursery equipment and ride their bicycles down hills and around the marked roadway. Children plant, nurture and then harvest a wealth of vegetables. They excitedly share the planting of strawberries, potatoes and peas and explain that they will pick apples later in the year to eat at snack time.

Children are developing a good understanding of the importance of a healthy diet. This is because the nursery cook prepares tasty, nutritious meals and snacks. In addition, at meal times key persons sit with children offering individual support and talking to them about what they are eating and why it is good for them. Parents' preferences are respected, for example vegetarian, cultural and dietary requirements. Children's independence is encouraged. For example, children enjoy the responsibility of setting the table for lunch; they pour their own drinks and know to return their plates to the trolley in readiness for puddings. Children wash their hands at meals times and at appropriate times throughout the day and brush their teeth after meals, developing good attitudes to oral hygiene.

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

## provision

Leadership and management are strong. The management team, which includes committee members, have a good understanding of the requirements set out in the Statutory Framework for the Early Years Foundation Stage. They have a clear vision of how they want to make further improvement to the nursery to raise the quality of the provision for children. Good levels of self-evaluation are in place, supported by action plans and monitoring documentation. The nursery's action plan is clear and concise and shows a strong commitment to continual improvement. Parents, staff, children and local authority advisors are involved in the self-evaluation process through meetings, discussions and the use of parent questionnaires. This ensures that the nursery continues to deliver good quality childcare for families and children attending.

Good systems are in place to help safeguard children and protect them from harm. All staff have recently completed safeguarding training and know what steps to take should they have any concerns about a child in their care. Clear policies and documentation describing procedures to follow should staff have a concern about a child are available in every room. In addition, whistle-blowing procedures support staff in reporting any concerns about the behaviour of another member of staff. Children's welfare is further safeguarded through the use of documentation as staff keep accurate records of attendance for children, staff and visitors. Effective security measures such as an entry buzzer, fingerprint technology, camera systems and risk assessments help to ensure the nursery is safe for children.

Robust procedures are in place with regards to recruitment, vetting and induction of staff to check they are suitable to work with children. Senior managers and the early years professional monitor the delivery of the educational programmes to identify any emerging gaps in children's learning. Staff meetings take place on a regular basis where together staff evaluate curriculum delivery to improve outcomes for children. Staff supervision and yearly appraisals take place to identify strengths and areas to improve. Staff attend regular training to support their ongoing professional development.

Staff have developed positive relationships with parents. Those spoken to are complimentary about the nursery, expressing a high regard for staff and the learning that takes place. They welcome the use of parent questionnaires and feel confident that their views are respected and acted upon. For example by increasing the range of vegetables at meal times. Parents comment that they enjoy participating in nursery outings such as the celebration of Chinese New Year and sports events. Parents are fully informed about all aspects of nursery provision through regular informal discussions, newsletters and parents' evenings. A clear complaints procedure is in place. Any concerns raised by parents are dealt with in a professional manner. This demonstrates to parents that their views are taken seriously and responded to. Well established links with other professionals enable staff to work closely with outside agencies in order to meet the needs of children effectively. This means that children with additional needs and/or disabilities receive good support to extend their learning and to experience success. Inclusive practice is evident in the nursery and staff work in close partnership with parents to facilitate this. The nursery

has developed relationships with local schools to prepare children for their move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	123091
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	959644
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Blackshaw Nursery
<b>Date of previous inspection</b>	12/04/2013
<b>Telephone number</b>	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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