

# Inspection of Blackshaw Nursery

201 BLACKSHAW ROAD, LONDON SW17 0BZ

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Inspection date: 19 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children excitedly and enthusiastically walk into the nursery where they are greeted by familiar faces of the long-standing staff team. Staff provide a range of opportunities and experiences that are centred around children's interests, such as dinosaur play and well-loved puzzles. Following on from a recent visit in the community to a local market, a pop-up shopping experience has also been created. This helps children to relive the experience and cement their new knowledge and understanding of the world around them.

Staff and children enjoy singing. Staff provide lots of opportunities to bring songs to life with actions and props. Children excitedly shout out the next line of favourite songs and giggle when staff change the tone or pitch of the song. This helps children to extend their vocabulary. Children, including those who speak English as an additional language, make good progress with their language development.

Staff encourage children to behave well and to be polite and friendly with each other. At times, especially in the pre-school, children work together in small groups to develop their own learning. They are able to solve any small disagreements using negotiation and collaboration. Staff build strong bonds with children, which helps them to feel safe and secure.

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

- Staff provide children with a healthy balanced diet. This includes meals and snacks throughout the day. Children have access to fresh drinking water at all times and staff remind them of the need to keep hydrated. Staff also role model to children how to keep themselves safe and clean, including talking about why we wash hands before meals. This helps children to develop the knowledge and skills needed to keep themselves healthy.
- Staff provide a range of multi-sensory experiences for children. For example, babies enjoy transporting sand from the tray to the buckets and toddlers eagerly explore a tray of gloop.
- The routine of the setting is consistently applied by staff, which ensures that children feel safe and secure and know what is happening next. However, at times, staff do not always give children the opportunity to use their growing independence to do things, such as pouring their own drinks or putting on their shoes.
- Partnerships with parents are very strong and staff and parents both cite this as the most important element of the vision of the setting. Many families return with second and subsequent children as well as some parents having attended the nursery as a child. Due to the longevity of the staff team, some children and their parents have the same staff looking after them. This helps children to feel

safe and secure.

- Staff sensitively support children to explore the environment in an unhurried and respectful way. This allows children to develop the confidence to freely explore the environment and lead their own learning. However, staff do not always fully consider children's individual needs and interests when planning activities. Occasionally, some children do not take an active part and engage in their learning.
- The large and well-equipped outdoor learning spaces have been well designed to ensure that children of all ages can test out their growing physical development skills. From riding the bikes to sliding down the large slide, children skilfully run, climb and jump with ease. Equal access to the outdoors in both small free-flow areas and in the main garden ensures that there are always opportunities to learn outside.
- Leaders provide staff with training and ongoing support to ensure that they are able to reflect and make ongoing improvements to the quality of teaching and learning. For example, staff have recently received training on the use of sign language to further support children's communication and language development.
- Staff well-being is a high priority, and staff enjoy their work and feel valued. There is a long-standing staff team who bring consistency of care to the children and their families. Staff feel listened to and respected by the strong leaders on site.
- Staff work well with external agencies to support children with special educational needs and/or disabilities. Children are supported well as they move through different parts of the day and actively take part in activities, such as singing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in keeping children safe. They know the process needed to be taken if they have concerns and how to respond and refer if needed. This ensures that children's well-being and safety are a priority at the nursery. Leaders take responsibility for the safety and well-being of both children and adults. They continually provide additional training and guidance to the staff team, ensuring that they are kept up to date with community needs. This helps staff to have a clear understanding of the issues that may impact on children.

## What does the setting need to do to improve?

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

- support staff to provide further opportunities for children to develop their independence and self-help skills

- strengthen planning to ensure children's individual interests and needs are fully catered for and they make the best possible progress in their learning.

## Setting details

<b>Unique reference number</b>	123091
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10285961
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Blackshaw Nursery
<b>Registered person unique reference number</b>	RP901818
<b>Telephone number</b>	0208 672 4789
<b>Date of previous inspection</b>	26 October 2017

## Information about this early years setting

Blackshaw Nursery registered in 1982 and is run by a committee. The nursery operates from purpose-built premises in the grounds of St George's Hospital, in the London Borough of Wandsworth. 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 until 6pm. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery employs 15 childcare staff. All of these hold appropriate early years qualifications at level 2, level 3 or level 5.

## Information about this inspection

**Inspector**  
Sarah Phillips

## 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.

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.

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