



## **Tenderlinks Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313089
<b>Inspection date</b>	21 February 2007
<b>Inspector</b>	Sue Boylan
<b>Setting Address</b>	38 Mitcham Lane, London, SW16 6NP
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<b>Registered person</b>	Lampard Investments Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Tenderlinks Day Nursery is privately owned and opened in 2005. It operates from a building in Streatham within the borough of Lambeth. A maximum of 38 children may attend the nursery at any one time. The setting is open each weekday from 08:00 to 18:00 for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 33 children aged from seven months to under five years on roll. Of these, eight children receive funding for early education. Children come from the local community. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 13 members of staff including the manager. Of these, 10 hold appropriate early years qualifications and three are working towards a qualification.

The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is promoted because they learn from a young age the importance of washing your hands, using soap, before eating, going to the toilet and after playing in the garden. This is further enhanced when staff read older children stories about personal hygiene and display reminder 'wash your hands' signs in the bathroom. The hygiene procedures in place mostly protect children's health, however, bottles for babies milk feeds are not individually named, staff, after changing a nappy have to go into the milk kitchen to wash their hands and babies share a towel and a bowl of water to wash and dry their hands after participating in a creative activity and before eating.

There is always a member of staff on duty who is first aid trained which means children are treated quickly if they have an accident or minor injury. Staff respond appropriately if children are taken ill during the day and medication records are maintained accurately so children's health is protected. The first aid boxes are well stocked and a member of staff is responsible for ensuring supplies do not run low. Parents have not been asked for written consent for staff to seek emergency medical advice or treatment which means parents' wishes are not clear.

Staff follow babies individual sleeping and feeding routines. This provides continuity of care and contributes well to their health. Babies are settled and take every opportunity to practise their walking, crawling and stretching. They thrive from close bonds formed with consistent staff and the opportunity to be independent when feeding themselves at mealtimes.

Meals are freshly prepared and take into consideration any individual dietary requirements. Children enjoy the social aspect of sitting with their friends and are learning the importance of healthy eating because the choice of menu is balanced and nutritious with fruit and vegetables available daily.

Older children have satisfactory opportunities to be outside in the fresh air. The routine includes set times when they can play outdoors. For example, toddlers love to paint on large sheets of paper attached to the wall and pre-school children enjoy jumping into hoops and riding their bikes down the small slope. There are fewer chances for children under two years to enjoy the chance to be outside.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from playing in a warm and mostly clean environment. Security is good because children are unable to leave the premises without a known adult with all visitors and parents ringing a bell to gain entry. Space is mostly organised well with children able to move around freely, however, in the pre-school room children are restricted with their choice of activities because of the size of the room, particularly during and after rest time. There is a satisfactory

supply of toys and resources for the children to play with, however, some are in poor condition, such as dolls with no limbs and others are old and worn.

Children are mostly protected from potential hazards, for example, staff complete daily safety checks of the premises, both inside and outside. There is regular risk assessment but it does not include a time limit to ensure any remedial safety work is completed satisfactorily. Children and staff are familiar with the emergency evacuation plan because the procedure is practiced on a monthly basis. Children are beginning to learn how to keep themselves safe. For example, understanding the rules, 'no fighting' and 'not to ride the bike like a scooter' because we might get hurt.

Staff have a satisfactory understanding of child protection. There is a rolling programme to enable staff to attend updated child protection courses. They are aware of their responsibility to report any concerns to a senior member of staff which safeguards children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children under two years benefit from the calm atmosphere created by staff in the baby room. They readily approach staff who are affectionate and responsive to their individual needs. Babies enjoy the positive interaction provided from staff and take advantage of the opportunities to explore their senses, for instance, running their hands through jelly and custard. They love the 'treasure basket' and eagerly choose an instrument to shake or a glitter bottle to watch, as it is turned upside down.

All children settle quickly and separate from their main carer easily. Toddlers benefit from a range of appropriate activities planned throughout the day. For example, roller sponge painting, wheels in blue water and mixing flour and water with their hands. They confidentially initiate their own imaginary game, engaging with a member of staff, using the pretend food and tractors.

Staff in both babies and toddlers are beginning to use Birth to three matters framework and there is a system in place to record and assess children's progress. However, observations are not completed regularly enough to fully ensure children's development is taken into consideration when planning activities. Babies and toddlers take an active part at singing time and join in using actions to familiar songs such as 'wheels on the bus' and 'wind the bobbin up'.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. Staff mostly demonstrate a sound knowledge of the Foundation Stage and plan a broad range of activities that link into the areas of learning. However, the use of work sheets is over emphasised as children become distracted when it is time to complete them. There is a system to record and assess children's progress but observations are not made regularly enough to make sure children's next steps in learning are always identified. The focus activities are planned but do not always take into consideration children's individual needs. There are times when children's learning is hindered because the organisation of the pre-school

room does not allow children to spontaneously initiate imaginary play or to design and make their own ideas.

Children enjoy the company of their friends and like to sit together at the table for snack or lunch. They are caring towards each other and like to help to tidy up. Children confidentially ask a member of staff if "we can go for a walk today" and "can we play outside". Staff recognise children's achievements, as they make some dinosaur eggs and tell their own story using them. Children are curious and mostly have good levels of concentration. They show signs of independence when they serve out custard for pudding and try and do up the zips on their coats.

There are good opportunities for children to explore number. Most are able to recognise numerals when they play a matching game and some are beginning to understand the concept more and less, when they sing a song counting 'how many chocolate éclairs are left'. They make use of mathematical language as they participate enthusiastically in the ring game 'there was a princess long ago'.

Children confidentially handle books and are beginning to understand that letters have sounds. Children recognise their own names and those of others when the place mats are handed out at lunch time. They look forward to a favourite story 'Look out Patrick', predicting loudly what happens next in the book. Some children are able to write their names, however, there are too few opportunities for children to make marks during the day. Children enjoy talking about their life outside of nursery, such as a trip to the doctors and what they do with other members of their family. This promotes a sense of belonging and community.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are generally behaving well and respond to the routine and boundaries in place. Most staff are consistent and positive in their management of the children's behaviour. They offer praise, encouragement and use affectionate terms when talking to the children. However, there are occasions when children's self-esteem is not fostered because staff use some negative language.

There are satisfactory opportunities for children to appreciate the wider and local community. The older children enjoy trips to the park and local shops. There are some opportunities for children to experience different cultures and traditions, for example, making a dragon and tasting noodles for Chinese New Year. Resources reflecting positive images of today's society are limited. All children are included in the day-to-day routine of the nursery. This means children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. There is a parent's notice board and complaints are recorded. Staff in the baby room complete daily feedback sheets to keep parents informed about sleep, eating and nappy changes which contributes to consistency in care. Parents in pre-school receive a weekly feedback sheet giving details about their child's individual learning. However, there is little information available on the curriculum and areas of learning. Parents

are involved in large nursery trips to places, such as Battersea Park and are invited to an international food and music evening, this fosters children's positive well-being.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a suitably qualified staff team who are deployed effectively to meet staffing ratios. There is an effective recruitment procedure and checks are made of staff to ensure children's well-being. Staff are given opportunities to attend training to update and extend their childcare knowledge. The grouping of children at certain times of the day does not always fully meet their needs, for example, children become restless during the morning singing and story time because they cannot see the book or the session is too long straight after breakfast.

Leadership and management is satisfactory. The manager has a strong commitment to develop the provision and there are expectations of staff to maintain regular observations and assess children's progress. However, this is not monitored closely enough to ensure children's next steps in learning are identified. There is limited evaluation of the teaching and learning. Overall the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the quality of care was judged as inadequate. Ofsted took enforcement action to raise standards and monitored the setting by conducting unannounced visits. The provider was asked to make improvements in relation to the management of the nursery, particularly with regard to ensuring staff employed are suitable and have undergone appropriate checks; ratios are maintained and staff are deployed effectively. To accurately maintain a registration system of staff, children and visitors; make staff aware of the policies and procedures; have at least one qualified first-aider on duty and implement risk assessment.

The provider was asked to comply with any requirements from environmental health; promoting healthy eating and children having access to fresh drinking water. Make the procedure available to parents if they have a complaint; ensure medication records are accurately maintained and improve staff's understanding of child protection.

Lastly the provider was asked to improve the procedures to ensure there are effective systems for observing children, planning for the next steps, provide a range of stimulating activities and play opportunities for all children and develop staff's understanding of the Birth to three matters framework.

Improvement has been made to the procedure ensuring suitable staff work with the children, the numbers of staff employed has increased so ratios can be maintained appropriately with staff deployed effectively around the nursery. The registration system records children, staff, visitors arrival and departure times. There is now four staff with a first aid qualification, a daily check of the premises and garden makes sure the environment is safe for the children to use.

The menu has improved so healthy eating is promoted with fresh fruit and vegetables available daily. Children have access to drinks of water at all times so they do not become thirsty during the day, the manager is working on the recommendations required by environmental health; the complaints policy is accessible to parents and to protect children's health any medication administered is recorded appropriately; the provider has started a rolling programme for staff to attend child protection training.

The range of activities has improved but there is still improvement required in the procedures for observing children's progress; planning the next steps and developing staff's understanding of the Birth to three matters framework. The local authority early years department are working with the nursery to look at these specific issues.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received one complaint that required the provider to take action to meet the National Standards. The concern was raised in September 2006 in relation to National Standard 1, Suitable Person: that a member of staff used inappropriate physical and verbal behaviour management techniques with a child.

Ofsted made an unannounced visit to the nursery and following the internal investigation held by the registered person Ofsted were satisfied the nursery took appropriate action to ensure that the National Standards were maintained. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure good hygiene practice is in place regarding individual baby's feeding bottles and their hand washing
- provide regular opportunities for children under two years to go outside in the fresh air

- ensure all staff are consistent and positive in their management of the children's behaviour
- obtain written parental consent to seek emergency medical advice or treatment
- ensure certain times of the day (assembly) meet individual children's needs.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the observation, next steps and assessment of children's progress
- provide more spontaneous opportunities for children to make marks, use their imaginations, design and make their own ideas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)