

Tenderlinks Daycare

Inspection report for early years provision

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Inspection date

17/03/2010

Inspector

Gillian Cubitt

Setting address

38 Mitcham Lane, London, SW16 6NP

Telephone number

020 8677 1376

Email

cquallo@tenderlinks.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Tenderlinks Day Nursery registered 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 8am to 6pm all year round. Children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 30 children aged from three months to under five years on roll. Children come from the local community. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs seven staff. Including the manager, six staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming environment for all children, as a result, they are confident and secure. Most aspects of the welfare and learning requirements are observed although there are some weaknesses in documentation. Older children have opportunities to engage in varied activities through the planning staff follow, which contributes to their enjoyment and learning, although this is not clearly in place for babies. Parents receive appropriate information about the setting and are happy with the friendly, warm approach of staff. Self-evaluation is reflective and enables the nursery to identify some weaknesses as they move forward in their future development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain the system for registering attendance of children, showing times of arrival and departure (Documentation) 31/03/2010
- implement an ongoing system of observational assessment for children under two years to inform planning for children's development through play-based activities (Learning and development) 31/03/2010

To further improve the early years provision the registered person should:

- develop an overview of children's achievements by providing a clear system for tracking progress so that staff and parents see at a glance areas where

- children need to improve
- improve the dialogue and involvement of parents by sharing progress and achievements of children using their development records in the Early Years Foundation Stage
- develop plans to include regular outdoor opportunities for babies either by using the outdoor play area or through outings
- review the balance of adult-led and freely-chosen child-initiated activities delivered through more access to free-flow indoor and outdoor play

The effectiveness of leadership and management of the early years provision

Practitioners demonstrate a positive understanding of the nursery's safeguarding policy. They have attended recent training and follow clear procedures should they have any concerns about a child in their care. The secure recruitment and vetting procedures also ensure the suitability of staff looking after the children, which contributes to safeguarding children. The required records on children are maintained, however, there is not a consistent system to record the children's daily hours of attendance. This is a breach in requirements. Other records such as daily risk assessments ensure that identified risks are minimised which helps to contribute to the safety for children in the nursery.

Practitioners are supported by the registered person and manager to develop their skills and knowledge. As a result, they have access to a range of relevant training including first aid and safeguarding. Most practitioners have been trained to use the guidance for the Early Years Foundation Stage. In the main, this has been implemented successfully apart from the baby room, where it is not effective. The manager is mindful of this and has set a time and date for staff training.

The approach to monitor the effectiveness of the nursery is through staff meetings and the self-evaluation document which highlights areas for improvement. Babies now have a bright, clean and welcoming play environment and the outdoor area has attractively painted walls and safety play surface. Children attending the nursery represent the diverse cultures within the community and staff reflect these through some resources and posters. The single level is accessible for children with disabilities although no children with special educational needs or disabilities are on roll.

The manager is mindful of partnerships with others and there is a positive link with the local authority for guidance. Working partnerships with parents are satisfactory. They are provided with verbal feedback on their children's day and, for toddlers and babies, there are written details of the daily care programme. Parents also have sight of written policies and procedures. One to one sessions for parents are available, although most are not aware of the requirements for staff to observe and assess children's progress using the guidance for the Early Years Foundation Stage. This limits the value of parent consultation.

The quality and standards of the early years provision and outcomes for children

Children play with their friends and are developing their personal and social skills. This is particularly evident in the preschool and toddler rooms where practitioners are making observations and assessments on children's progress which are sound. The observations link to what children do so that appropriate planning for their next steps is put in place. Children's profiles clearly show what children have achieved although there is no overview of children's attainment which is important to share with parents and other members of staff. Practitioners follow children's lead, for example, a child who finds an insect in the outside play area is encouraged to share the excitement with friends. Children have a range of activities that cover the six areas of learning. At present there is little free-flow inside and outdoor play. Children look forward to playing outside where they have some directed and free play to promote their physical skills. For example, children have fun playing with balls and riding on mobile equipment such as bikes and cars. A special directed activity is also set up for children to plant seeds, which links into their theme of springtime and growth. Inside, children show their knowledge of information and technology with their mouse control skills whilst making links with colours and numbers. Activities such as building tracks for trains and working out how different types of puzzles interlink all help children in their early problem solving. There are also fun times where staff sing with children and participate in role play activities such as being 'Bob the builder'.

Older children learn to share, take turns and be kind to each other. They are given early responsibilities for looking after their work as well as helping to lay the table at lunch time. Children see that letters have meaning as they easily identify the names on each lunch placemat. They also enjoy counting the number of children present; they conclude how many cups they need to ensure every child receives refreshment. In the baby room, babies safely play and crawl in an inviting environment where they have a range of resources to support their early development. These include the central ball pond, many soft play toys, cloth books, rattles and other toys with sound. Babies are also included in messy tactile activities with textures such as jelly. However, key persons working with babies do not make written observations and do not track their progress. Although practitioners know babies reasonably well they are not able to show how babies are making progress. Most babies appear settled although some find the early stages of separation difficult especially when key persons are sick and agency or practitioners from other rooms step in to cover for absence. This highlights the necessity for clear progress and tracking records to ensure plans for babies' welfare and learning are made unique to each child.

All areas in the nursery are clean and well maintained. Children benefit from having healthy snacks and meals which are cooked on site each day by a qualified cook. Most children have access to outside play although this is not consistent practice for children less than one year. Children are safe because practitioners are vigilant in their daily risk assessments and regular fire drill practice ensures that all children know the procedure well and evacuate the building immediately. Children's confidence is developing especially with their communication and self-

care skills which are essential to help them in their ongoing learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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