

Tenderlinks Daycare (Norbury)

Inspection report for early years provision

Unique reference number

EY416326

Inspection date

20/05/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tenderlinks Daycare (Norbury) has been registered since November 2010. It is a private nursery operating within the premises of a health club in the London borough of Croydon. The nursery provides full day care to the community and creche facilities for the children of its health club members. There is one play room with a kitchenette, bathroom and a secure outdoor play area.

The nursery is open Monday to Friday from 7.30am to 6.00pm except for bank holidays and the nursery also closes for one week at Christmas. The nursery is registered to care for a maximum of 19 children in the early years age group, of these, not more than six children may be under two years at any one time.

There are eight children on roll, none of the children currently attending are in receipt of funding for early years education. The nursery also supports children with disabilities and learning difficulties and those who speak English as an additional language.

The nursery employs four members of staff all of whom hold an appropriate childcare qualification. The nursery is registered on the Early Years Register and the compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled. The staff team have formed positive relationships with the children and their parents which promote children's welfare and learning. Systems for evaluation are in place to underpin continual improvement and these are regularly reviewed by the manager and staff team. Policies, procedures and records to support children's care are in place. Staff are aware of the importance of keeping the children safe, however, at the start of this inspection staffing ratios were not being adhered to.

What steps need to be taken to improve provision further?

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

- complete regular evacuation drills with the children and record the details in a log book, noting any issues 31/05/2011
- put in place contingency arrangements for staff absences and emergencies 23/05/2011
- conduct risk assessments for the premises and take all reasonable steps to ensure that hazards to children are kept to a minimum with particular regard to the 23/05/2011

safety gate (Suitable premises, environment and equipment) (also applies to Childcare Register)

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

- improve written observations to identify and plan relevant and motivating experiences for each child's next steps in learning

The effectiveness of leadership and management of the early years provision

Policies, procedures and records to promote children's welfare are in place. Staff are aware of their duties and responsibilities in respect of reporting child protection concerns and have knowledge regarding the procedures they should follow. All the required background checks are completed on staff to ensure the suitability of those working with the children. Although risk assessments are conducted regularly, and staff carry out daily checks of the building, these are not sufficiently robust in the identification of hazards to minimise the risks for children. An emergency evacuation has been devised nevertheless, since being registered no evacuation drills have been practised.

On arrival the inspector observed that staffing ratios were not being adhered to. This was discussed with the manager and the regulator informed. On this occasion the situation was resolved and no adverse impact was observed regarding the care of the children.

A parents' notice board is used to display information about the setting and staff talk to parents at the end of each session. Parents receive written information about what their child has eaten, the activities they have taken part in and if they have slept. Procedures are in place to liaise and share relevant information such as children's observation files. Regular newsletters and daily discussions with parents all support involving parents.

Policies and procedures have been devised and these are made accessible to parents. The setting's complaints policy outlines the procedure to be followed in the event of a complaint being made and includes the contact details for the regulator which enables parents to make direct contact with Ofsted should they wish to do so.

Improvements are viewed as important and the staff team have completed Ofsted's self-evaluation form which highlights the setting's strengths and key areas for improvements. This enables staff to produce an action plan which when accomplished benefits future outcomes for children.

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

Children are welcomed into a relaxed environment where they are making sound progress in all aspects of their learning and development. The staff team work together and have a suitable knowledge of the Early Years Foundation Stage framework. The organisation of the learning environment enables children to develop their independence as they move around the setting instigating their own play. Staff discuss, plan and provide a suitable range of activities based on children's interests. Throughout the sessions staff provide an appropriate balance of adult led and child initiated activities. The system for observation and assessment of the children is developing, however, staff do not consistently record plans for children's next steps in learning.

A varied range of stimulating resources and activities are available for children to choose from. Children are able to be independent as they choose which activities they want to take part in. Children are able to mark make and are able to select from media such as pencils and chalk. Children enjoy being creative using paint. The well resourced role play area enables children to be imaginative as they 'prepare meals'. Opportunities for children to build using construction toys such as building bricks are also provided. Puzzles enable children to problem solve as they work out how the pieces fit together.

Babies and toddlers have formed warm trusting relationships with staff. They willingly approach staff for cuddles, reassurance and support. Staff talk to the children whilst they are occupied in activities, encouraging their language skills. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy investigating pushing buttons on toys, opening and closing flaps and working out that one action has an affect on others.

All children are able to practice their physical skills as they ride tricycles and push along toys and kick and throw balls. Another firm favorite is when staff blow bubbles and the children squeal with delight as they run and catch the bubbles.

Opportunities for children to be healthy include the provision for children to help themselves to drinks of water to ensure they remain hydrated. Younger children are offered drinks at regular intervals. Parents provide their children's meals these are stored in the fridge and heated through in the microwave prior to serving. Staff provide snacks of fruit, savoury biscuits, rice cakes, soup, yoghurts and sandwiches. Children sit together at meal times, younger children are encouraged to feed themselves although staff are on hand to assist. Staff sit with the children and meal times are a social occasions. Children are learning about good hygiene procedures. During the daily routine children wash their hands before eating, after creative play and after using the bathroom. Nappy changing procedures are satisfactory staff wear gloves and aprons and clean the changing area after each nappy change.

Children are making progress in their personal, social and emotional development.

Children behave well and understand what is right and wrong and the concept of sharing and taking turns. Staff are aware of children's different needs, cultures and beliefs and these are treated with respect. Books, puzzles and small world figures depicting people of different cultures are provided. Events and holidays such as Christmas, Divali, Eid and children's birthdays are celebrated.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met