

# Tenderlinks Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY418905

**Inspection date**

29/11/2011

**Inspector**

Lisa Toole

**Setting address**

Nuffield Health Fitness & Wellbeing Centre, Twickenham  
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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tenderlinks Day Nursery is one of four settings run by Lampard Investments Limited. It opened in 2011 and operates from a playroom within Nuffield Health Fitness and Wellbeing Centre in Twickenham, Richmond-upon-Thames. A maximum of 18 children may attend the nursery at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm, all year. It also has a creche facility available for club members. The nursery provides care for children aged from three months to under eight years and there are currently 20 children on roll. The nursery currently supports children who speak languages other than English. The nursery employs eight members of staff. Of these, three hold appropriate early years qualifications and one is in training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is failing to meet the needs of the children as it is breaching a number of statutory requirements of the Early Years Foundation Stage. These failings each have a significant impact on how well the children are safeguarded and their overall welfare. Children's opportunities to make progress towards the early learning goals are hindered by weak systems for observation, assessment, and planning. Satisfactory partnerships with parents, external agencies and childcare settings where children attend help to provide some continuity of children's care, learning and development. The staff are beginning to evaluate their practice and are driving some improvement through accessing training, developing their skills as practitioners and identifying priorities for improvement. However, their overall capacity for continuous improvement to enhance outcomes for children is limited.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 05/12/2011

- improve safeguarding procedures so that people whose suitability has not been checked do not have unsupervised contact with children (Suitable Person) (also applies to both parts of the Childcare Register) 01/12/2011
- maintain the required ratio of qualified adults to children and improve the organisation and deployment of staff to safeguard the children and meet their needs (Suitable Person) (also applies to the compulsory part of the Childcare Register) 30/12/2011
- improve the cycle of observation, assessment and planning to support each individual child and ensure they receive an enjoyable and challenging learning and development experience. (Organisation) 31/12/2011

To improve the early years provision the registered person should:

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

The arrangements for safeguarding children are inadequate. The nursery is breaching its conditions of registration because it is caring for more children than their conditions of registration allow. Ofsted may take further action. Staff fail to protect children from unvetted staff, allowing children to have unsupervised contact with adults who have not been checked, therefore putting children at risk. Furthermore, staff do not accurately record children's hours of attendance; consequently, they are not always clear about the number of children present within the nursery as only children's booked hours are recorded. This failing compromises children's safety and has a significant impact on the nursery's safeguarding arrangements, particularly as they use other rooms within the centre for physical activities. At times, there are insufficient qualified staff available to work with the children. This greatly affects the quality of the provision for children because some staff lack the knowledge and skills to offer them a planned, purposeful learning environment. Nonetheless, staff have positive relationships with the children, support their care needs to a basic level and encourage them to play and learn. Staff understand the procedures to follow regarding child protection concerns, or if an allegation is made against them. All other documentation, such as risk assessments, accident records, and child registration forms are appropriately maintained. This contributes to their arrangements for protecting children's welfare.

There is a satisfactory range of resources to support children's developmental needs and promote and reflect equality and diversity. The nursery environment is comfortable, clean and children move around the space well. The lack of space for food preparation hinders staff as they try to prepare snacks, unpack lunch boxes, and prepare tea. There is no direct outdoor play area and so staff make suitable

use of the space at the squash courts and a local play park to enable children to have fresh air and physical exercise as part of a healthy lifestyle.

There are satisfactory partnerships in place with parents. Nursery staff are aware of working with other external agencies and childcare settings children attend to help provide continuity of care, based on their specific needs. Parents receive some written feedback each day on the daily sheets and can freely access their children's learning records. Parents discuss how they are generally happy with the level of care their children receive. Some also recognise improvements that are beginning to be made in order to enhance the provision for their children.

Questionnaires have been sent out to parents to seek their views about the nursery in order to help identify priorities for improvement.

The nursery shows a little capacity to improve, for example, by staff attending training and beginning to tackle self-evaluation; this is an area for further development. The nursery manager is beginning to drive improvement through positive role-modelling and directing staff. However, this is currently ineffective because staff are unaware when they are breaching regulations and fail to recognise the impact that this has on the care of the children.

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

The quality of children's learning and their progress towards the early learning goals is limited. Although staff have documentation in place to establish children's starting points and find out more about the uniqueness of each child, this is not being used effectively. Staff plan and provide a basic range of activities across the six areas of learning, encouraging children's early communication skills, physical development and their creativity. They teach children about the seasons through different sensory activities and use the children's efforts to create pleasing wall displays. For example, children's printing, models of hedgehogs and collages with leaves provide an interesting display about autumn. Some children listen with enjoyment to stories read by staff and they enjoy calling out repeated phrases in a popular story about a bear. This supports one of the key skills for their future development relating to language and literacy.

Children are eager to take part in water play activities, but their safety is compromised because of the poor organisation of this by staff. They leave children unsupervised at the activity; consequently, children pull the bowl of water over. This leaves some children very wet and staff do not take sufficiently swift action to change children's clothing for their well-being and comfort. The staff are beginning to carry out different types of observations in order to consider the progress children are making. Some staff are able to confidently discuss what their key children like and how they are developing, while others are able to explain what they would like children to learn from different activities.

The children behave very well; they are able to follow instruction and learn to keep themselves safe as they play. On the walk to the park, children contentedly hold

hands with an adult, chatting along the way. They learn how to take a few manageable risks as they use the play equipment, climbing, balancing, and jumping. This supports their physical development and resilience as part of a healthy lifestyle. They also practise evacuation drills to begin to learn a little about fire safety.

Children's dietary needs are met and supported appropriately. They have constant access to drinking water. Children enjoy sitting down together to eat snacks of fresh fruit, raw vegetable stick and rice cakes. They learn about the importance of washing hands and staff reduce risks of cross infection when changing nappies. Most children show they feel emotionally secure, and staff tend to their needs. However, staff do not always consider the needs of the whole age group, for example, when using the squash court for physical play. Overall, a few opportunities are offered for the children to learn about other cultures in the social world around them and different languages some of them speak.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
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	4

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children) (Qualifications and training) (Records to be kept) 01/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of adults) (Records to be kept). 01/12/2011