

# Tenderlinks Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY418905

**Inspection date**

27/06/2012

**Inspector**

Jacqueline Walter

**Setting address**

Nuffield Health Fitness & Wellbeing Centre, Twickenham  
Stoop Stadium, Langhorn Drive, TWICKENHAM, TW2 7SX

**Telephone number**

0208 8922251

**Email**

fkhaki@lampardinvestments.com

**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.

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## Description of the setting

Tenderlinks Day Nursery is one of four provisions run by Lampard Investments Ltd. It opened in 2011 and is registered on the Early Years Register. The provision operates from a room within the Nuffield Health Fitness & Wellbeing Centre, Twickenham, in the London Borough of Richmond upon Thames. Staff take children to local parks on a daily basis to access outdoor play. The nursery is open Monday to Saturday from 7.30am to 6.00pm all year. It has a creche facility available for club members and is also registered on both the compulsory and voluntary parts of the Childcare Register.

A maximum of 18 children may attend the nursery at any one time and there are currently 24 children in the early years age group attending on a part-time basis. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The provision employs seven members of staff. Of these, four staff including the manager holds appropriate early years qualifications. One member of staff is working towards a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's safety is sufficiently protected and they have their individual needs appropriately met. The nursery is in breach of a legal requirement relating to suitable premises documentation. Staff offer children a suitable selection of resources and activities which help them make suitable progress in their learning and development. However, at times activities are not pitched at the children's level and staff do not always pick up on children's interests to extend their learning. Systems for observation, assessment and planning are not fully developed and staff are not fully aware of the learning and development requirements. Partnerships with parents and other settings are appropriate overall and help them be adequately involved in children's care, but not fully involved in reviewing their ongoing learning. Suitable systems of self-evaluation and appropriate actions taken since the last inspection demonstrate a commitment to the continual improvement of the setting.

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

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

- ensure the risk assessment identifies aspects of the

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environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

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

- support and extend children's learning and development by, for example, responding to children's interests
- develop systems for observation and assessment to identify and plan for the next steps in children's learning
- pitch activities at a level that is demanding but still within the children's reach
- further develop staff's knowledge of the learning and development requirements by, for example, attending regular training made available by the local authority or other sources
- develop systems to involve parents in reviewing their child's ongoing learning and development.

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

Overall, arrangements for safeguarding children are suitable. Staff demonstrate an appropriate knowledge and understanding of child protection issues. They are aware of signs and symptoms that may present themselves as concerns, as well as the procedures to follow when concerns are raised with children or with adults in the setting. The registered person has suitable recruitment processes in place. For example, all staff have appropriate checks completed to assess their suitability to work with children and staff meet the qualification requirements. Staff carry out risk assessments which means they are able to identify and minimise potential risks to children. However, although staff take action that enable children to be safe overall, some documentation such as the risk assessment does not identify all aspects of the environment that needs to be checked on a regular basis. For example, it does not include the squash courts which the children use regularly. However, the impact on children is limited as staff carry out visual checks prior to using this area. Staff provide a suitable learning environment where space is organised appropriately with outside play being made available each day. Children's work is also attractively displayed in the nursery. Children have access to a suitable range of resources which they are able to explore independently.

Staff through discussion, demonstrate an appropriate understanding of supporting children with special educational needs or disabilities. Staff are in the process of establishing partnerships and welcoming advice and guidance from other agencies involved in children's care, as well as with other settings that children attend. Children's individual needs are appropriately met and staff take time to gain information regarding their care needs and routines. Children are encouraged to respect one another as their home backgrounds are celebrated. There are National Costumes from children's cultures on display, which helps children and families feel valued. Partnerships with parents are appropriate. Staff regularly exchange

information, through daily chats with parents and carers, providing adequate opportunities to share knowledge on their child's well-being. There are also some appropriate opportunities for parents to be involved in their children's learning. For example, parents are welcomed into the setting to share their expertise on the cultural food they eat. There are fewer opportunities for parents to regularly review their child's ongoing learning with staff to ensure they are working towards the same goals for their child's development. Parents' opinions are also welcomed through staff providing a questionnaire, which gives them a chance to express their views and opinions.

Staff have addressed most of the actions and recommendations raised at the last inspection. For example, children's attendance records are appropriately held, children's safety has improved and staffing arrangements now meet the welfare requirements. Staff have taken some action to improve children's learning and development, by attending some training on planning and assessment and devising a record system for detailing observations. However, their knowledge of the learning and development requirements is still not fully secure. This means they are not always confident in extending children's learning further. Leaders and management drive improvement appropriately and have suitable systems in place to evaluate some aspects of the nursery.

## **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 satisfactory. Through documentation and discussion staff evidence that appropriate record systems have been introduced. Staff undertake some observations of children at play, although these are not always consistent or detailed in showing what children know, understand and can do. This means staff do not always plan for individual children's next steps to challenge their learning further.

Staff interact with children in a caring and friendly way and as a result children, including babies are secure in the setting and beginning to display a sense of security. For example, babies independently explore the toys investigating musical instruments such as a xylophone. Toddlers are also beginning to show confidence. For example, they make known their wants and needs regarding what they want to eat. Staff provide some appropriate activities and they use some additional equipment suitably and this in turn helps children to focus. For example, children enjoy talking to an ethnic puppet during circle time and are encouraged to discuss their feelings. They are also able to choose which songs they like to sing through selecting a card which depicts the song with pictures and words. This in turn, helps them develop their communication, language and literacy skills. In addition to this, they refine their physical skills by thoroughly enjoying making and catching bubbles at a local park. However, at times, staff do not pitch activities at the right level to challenge children suitably. For example, staff, when showing babies how light can be seen from a torch and encouraging them to move and touch the light, move the torch too quickly and too far away. As a result, the babies quickly lose

interest. Children are encouraged to develop suitable skills for the future. Staff encourage them to count during their play, for example, as they climb the steps to the slide and walk over the balancing logs. Children choose books and staff sit with them and share the stories. At times though, staff do not pick up on children's interests and use these to extend their learning. For example, when a child shows interest in the visitor's laptop, they are guided away to a different activity rather than to explore other information, communication and technology resources.

Children have appropriate opportunities to develop an understanding of keeping themselves safe. For example, they engage in fire drills and staff talk to them about safety as they cross roads, encouraging children to look both ways. They are beginning to develop appropriate knowledge of healthy living and eating, through following everyday good practice, such as washing their hands before eating food. Children also make choices from a healthy selection of food and enjoy opportunities to regularly engage in physical activities. For example, they enjoy using the swings, slides and climbing apparatus on a daily basis at local parks. Adults encourage the children to respect one another appropriately and as a result they are beginning to develop positive relationships and gain understanding about diversity through the activities they participate in. For example, children share details of their own heritage and contribute to displayed information on their culture. Staff encourage children to learn about what is right and wrong and to respect others. They are appropriate role models. For example, they encourage the use of 'please' and 'thank you' and some staff are skilled at encouraging children's self-esteem. For example, when children lose confidence in completing activities such as using ropes to climb apparatus, staff encourage the children to attempt it again. They show the children where to place their feet and hands and sensitively talk them through the activity. As a result children are happy, developing confidence and willing to try it again.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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