

# Tenderlinks Day Nursery

38 Mitcham Lane, London, SW16 6NP

## Inspection date

03/06/2014

Previous inspection date

17/03/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Management and the staff team work together to address action plans that focus on improving the nursery provision for children.
- The manager and senior staff act as skilled mentors and role models in the setting to improve staff skills.
- Children benefit from having their self-directed play well facilitated by staff, which builds their curiosity and willingness to explore.

### It is not yet good because

- Staff teaching skills in promoting children's communication and language is variable.
- The learning environments inside and outdoors sometimes lack challenge for children.
- Staff do not consistently encourage children's independence in practical activities such as serving their own food at lunchtime.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children at play indoors and outside.
- The inspector and manager carried out a joint observation.
- The inspector examined a range of documentation.
- The inspector spoke to parents to gather their views.

## Inspector

Susan McCourt

## Full report

### Information about the setting

Tenderlinks Day Nursery registered in 2005. It operates from a building in Streatham within the London Borough of Lambeth and is part of a small chain of three nurseries. The setting is open each weekday from 7.30am to 6.30pm 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 29 children aged from three months to under five years on roll. The nursery receives funding for early education for children aged three and four years. Children come from the local community. The nursery supports children who speak English as an additional language. The nursery employs eight staff. All staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the provision for communication and language by supporting staff to have consistent teaching skills in this area.

#### To further improve the quality of the early years provision the provider should:

- enrich the curriculum indoors and outside to provide a greater range of challenging and interesting activities
- encourage children's independence in practical activities such as serving themselves at meal times.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of how to meet the learning and development requirements. They provide an appropriate range of activities to cover all aspects of the areas of learning each day, and specific activities targeted at children's next steps. Staff generally engage children in play, and support child-initiated play, which gives children suitable encouragement to learn. As a result, children are making steady progress given their starting points and capabilities.

Staff have appropriate teaching skills. They stay alongside children and talk with them, using some key vocabulary about what the children are doing. In this way, children hear

new words in context, or can consolidate their previous learning. As a result, children know a wide variety of colour and shape names, and are increasingly confident talkers. Senior staff extend children's conversations well by adding information. For example, a child at the water tray playing with a toy lobster hears about the shell and where lobsters live. Senior staff also invite children to think about what they are doing and to make choices and decisions, which supports children's critical thinking skills. However, this is not consistent amongst the staff team. Senior staff act as role models and mentors to other staff, who are building their teaching skills in this prime area of learning. However, teaching skills are variable across the staff team, which has an impact on children's opportunities to develop their communication and language skills. Children have suitable opportunities to build their mathematical skills. They enjoy playing with loose blocks and construct houses for toy animals to live in, and make tracks for cars and trains. Children use mathematical vocabulary to compare how long the track is growing as they build. Staff support children's skills by showing them how a broad base on a tower means it is less likely to fall over. Staff support child-initiated play. For example, in the under-twos' room, staff follow children's lead when they use objects differently and join in a game of blowing on a toy. Staff ask 'is it hot?' and follow the child's lead. As a result, children enjoy extending their ideas and become confident to explore different ways of playing. Staff support children's independence in play by encouraging them to get the resources they need such as extra paper, or combining resources in different ways. For example, children bring the toy animals to the putty-style dough and make footprints, listening out for the noises made when they pull the toy out. Children benefit from different ways of developing early writing skills. They use paint, pencils, chalks and dough to make marks, and staff encourage children to flick, blow, print and use their fingers when painting. Children know their significant letters of the alphabet and enjoy practising writing. Staff also take spontaneous opportunities to read with children, which builds their skills in literacy.

Staff are following a new system for making observations, assessments and planning. The key person works with parents to gather information about children's starting points, and makes observations of children's abilities and interests. They note these in children's learning journals and cross-reference them so that they cover whole curriculum. Staff identify children's next steps and use children's interests as the basis for teaching them new skills. Senior staff monitor their team's journals and give coaching and mentoring to build consistent practice. Staff carry out the progress check at age two to identify and address any achievement gaps at an early age. They are in the process of devising a summary review form to use for those children who are moving on to school. Parents discuss children's progress with the key person and can add their comments to the learning journals. The learning records show that children are making sound progress in their early learning.

Staff are developing the learning environments both indoors and outside. They have created different areas for different types of play, and have seen improvements in how children engage in play as a result. However, some areas are under-used and staff do not consistently adapt them to make them more inviting. For example, the home corner has some resources packed tightly into cupboards, which makes it difficult to see what is available. As a result, children play for short periods and cannot develop their own ideas and challenges. Outdoors, children use an appropriate range of equipment to support their

physical play, but some areas of the curriculum are not available outdoors. Overall, this means that the learning environment is not sufficient to give children enriching, challenging play activities consistently.

### **The contribution of the early years provision to the well-being of children**

Staff are effective key persons for children. Significant staff changes in the past means that some children had changes to their key person, but staff have worked effectively together since then to create a settled and stable environment. Parents comment on how their children enjoy coming to nursery and separate confidently on arrival. The key person talks with parents about the child's day and their developmental progress. This helps to build the partnership and helps staff to provide consistent care for children's individual needs.

Children have suitable opportunities to learn about healthy lifestyles. Menus include a variety of fresh fruit and vegetables, and cater for any allergies and dietary preferences. Children understand how food is good for them, and play games of feeling their muscles after eating, to see how strong they are. Children have regular snacks and drinks through the day, although they are not involved in the practical arrangements and do not serve their own food for example. This has an impact on their independence and self-care skills, skills they will need to support them in the next stage of their learning, for example, going to school. Staff have well-established systems to minimise the risk of cross-infection. Children know to wash their hands before eating and clean their teeth afterwards using their own brush. Staff keep play and eating areas clean and follow a set routine for checking and changing children's nappies, using disposable gloves and aprons to maintain cleanliness. Children learn how to keep themselves safe because staff remind them of consequences, such as not blowing sand in case it goes in someone's eyes. Children enjoy an appropriate range of physical activities to support their growth and development, including dance sessions. Children manage their own coats and can be independent in using the toilet facilities where relevant.

Children learn suitable ways of behaving and generally know expectations for good behaviour. Staff use positive ways to remind children of rules, such as using their 'indoor voices' and 'indoor legs'. Staff intervene when children have a dispute over resources, and senior staff act as role-models in supporting children to solve their own disputes. Staff encourage children to share and help each other, and ask them to help tidy up toys they have been using. Staff devise shared strategies with parents if children show challenging behaviour, which helps children to learn from consistent approaches. Children are very curious, and persist when learning new skills, showing pride when they achieve something. They are confident to talk to adults and share their experiences. Overall, children acquire suitable skills for their future learning.

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

Leaders and managers have a sound understanding of how to meet the safeguarding and welfare requirements. The new senior team are working effectively together to raise standards and have made concerted efforts to identify and prioritise improvements. This has led to a consistent planning process, improvements to the layout of the learning environments and a shared focus from all staff to move forward together. The manager works closely with all staff and has a good understanding of their strengths. She is working as a role model and mentor and has established systems for meeting with staff to review their professional development and build their skills. The manager has also consulted with parents to gather their views and uses their input to help guide the action plans. Staff work closely together to achieve action plans within deadlines, which demonstrates that the nursery has a sound capacity to make improvements which will benefit children and families.

Staff have an appropriate understanding of the safeguarding policies and procedures. They know how to record and report any concerns they may have about the welfare of children. All staff are checked to determine their suitability as part of the recruitment procedures. There is a robust procedure to ensure that staffing ratios are always met, and staff deploy themselves well to share tasks and consistently engage with children. This means that children enjoy appropriate levels of supervision. Staff work with parents to sign children in and out, which means that registers are an accurate reflection of children's attendance. Staff and visitors are also recorded, and staff maintain the building's security by always checking who is at the door before opening it. This underpins children's welfare. The manager reviews the risk assessment to identify and minimise any hazards to children. Staff carry out daily checks to make sure the nursery is safe before children arrive, and carry out risk assessments for outings. This means that staff protect children's safety in all aspects of the provision.

Parents appreciate the impact of recent changes, saying that the children enjoy a wider range of activities and they are more settled. Parents value the communication diary, which gives details of what children aged under two have been eating and playing, as well as their sleep and nappy changes. Parents comment on the quality of the verbal handover, and enjoy seeing the progress their children are making. The manager gives quick responses to any communication from parents, such as in emails. This all helps to build a sound partnership. The manager understands the importance of building strong partnerships to support children's consistent care. She is building links with local authority staff to facilitate any referrals that children may require if they have additional needs. The manager works with the local Children's Centre and nursery staff have attended training there. Staff signpost parents to the centre for additional support. The manager is building links with local schools in order to support children and families as they move on from the nursery.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description                                                                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.                                                                                                                                                                                         |
| Grade 2 | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.                                                                                                                                                                                                               |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.                                                                                            |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                                          |
| Not met |                      | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.                                                                                                                                                                                                                                              |

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY313089                 |
| <b>Local authority</b>             | Lambeth                  |
| <b>Inspection number</b>           | 956122                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 38                       |
| <b>Number of children on roll</b>  | 29                       |
| <b>Name of provider</b>            | Lampard Investments Ltd  |
| <b>Date of previous inspection</b> | 17/03/2010               |
| <b>Telephone number</b>            | 020 8677 1376            |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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