

Tenderlinks Day Nursery

Nuffield Health Fitness & Wellbeing Centre, 1212 London Road, LONDON, SW16 4DN

Inspection date

06/08/2014

Previous inspection date

20/05/2011

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 2

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

- The acting nursery manager provides children and staff with a positive role model due to her good communication and involvement in children's play.
- Children are motivated and independent, and make good progress as staff promote their learning and development and give them opportunities to choose resources and activities.
- Management and staff have positive partnerships with parents. This provides a consistent approach to children's learning and care.

It is not yet good because

- The provider is not clear which staff hold a current paediatric first-aid qualification and is unable to provide the certificates for inspection. This is a breach of the legal requirements.
- The outdoor play equipment is not always challenging enough to fully promote the physical development of older and more able children.
- Staff do not provide a wide range of activities to strengthen children's developing awareness of differences in society.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
The inspector looked at children's assessment records and planning documentation,
- checked evidence of staff suitability and qualifications, and discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Tenderlinks Day Nursery registered in 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 crche 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 one week at Christmas. There are 15 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs six members of staff, two of whom work full-time. Four staff hold appropriate childcare qualifications. In addition, there is one member of staff who holds a level 2 early years qualification who is available to cover if staff are absent. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that all required documentation is available for inspection, with particular regard to staff training in paediatric first aid.

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

- improve systems to monitor staff's training needs, with particular regard to first aid training
- extend the range of resources available to promote the physical development of older and more able children so they are provided with challenge
- strengthen children's awareness of differences in society, for example, by extending the range of resources and activities related to different cultural and religious events.

Inspection judgements

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

Staff give children lots of individual support which helps them to acquire the skills they need for their future and starting school. Children are happy to be in the nursery. For example, they sang spontaneously, 'Rain, rain, go away, come again another day' while helping staff dry the play equipment in the outdoor area. Staff are fully involved in children's play and successfully move them on in their learning. For example, when children chose to play with musical instruments, staff initiated singing and movement activities that children embraced with enthusiasm. Staff encouraged children to concentrate and persist during these activities by asking them to choose the songs. Children become confident communicators because staff respond to what they say in a positive way and ask questions skilfully. Staff constantly enter into conversation with children, asking questions that develop children's language. For example, they gave children clues that promoted their ability to talk about their family, forthcoming holidays and different countries. Children concentrate well during story times.

The manager provides a strong role model for staff and uses her good knowledge of the Early Years Foundation Stage to involve staff in planning during team meetings. Staff have a flexible approach to planning and encourage children to choose resources and activities. For example, they responded to children's requests to put bubbles and pink food colouring into the water tray and provided them with cloths that they used to wash the home corner dishes. Staff are receptive to children's choice to play outdoors and keep the sliding door open so children can move freely between the indoor and outdoor play areas. Consequently, children are motivated in their play and show independence, enthusiasm and energy as they run around and explore. Staff get down to children's level and talk to them in a positive way, which develops children's understanding and ability to express their feelings.

Children explore a good range of media and materials. For example, they played with dried spaghetti, paint and water, and made chocolate crispy cakes. They made self-portraits using a mirror, chalks and pencils, which helped to develop their sense of identity. Staff take children on walks around an adjacent field where they explore the local environment. Children enjoy activities where they learn about the features of living things. For example, they watched a chrysalis hatch into a butterfly inside a net in the nursery. Staff encourage children to paint, and they do so freely. Children are keen to attempt to write their name on their work. Staff support their enthusiasm and consequently, children are beginning to write letters of the alphabet, some of which are correctly formed.

Children develop good self-help skills as they regularly help wipe and lay the table before lunch. Staff plan activities that generally develop children's physical abilities. For example, they initiate games of hopscotch and provide opportunities for children to play with bats and balls and use hoops, stilts and beanbags. Children's physical development is enhanced through opportunities for them to take part in weekly swimming activities in the leisure centre where the nursery is located. However, older and more able children do not have access to a wide range of outdoor play resources that provide them with challenge and stretch their physical abilities.

The nursery manager works closely with staff to help them link observations to areas of learning. They complete progress checks for two-year-old children, which are shared with their parents. The key person observes and assesses their children's progress.

Observations are used to inform planning to enable children to make suitable progress towards the early learning goals. The acting nursery manager provides children and staff with a positive role model due to her good communication and involvement in children's play.

Children are motivated and independent, and make developmental progress as staff promote their learning and development and give them opportunities to choose resources and activities. All staff know children well and work well as a team to promote their learning through the provision of a varied range of activities. Parents are fully involved in children's learning. Staff offer parents suggestions about activities they can do at home to further promote children's development.

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

Staff work closely with parents to encourage children to eat and advise them on the importance of putting healthy food in children's lunch boxes. Consequently, all children are now willing to try a variety of fruit and vegetables. Staff communicate well with parents to meet children's individual care needs. Children are generally well behaved and show confidence and independence in their play. Staff have a caring approach and quickly intervene when they are minor incidents. They patiently remind children of the importance of sharing and taking turns, for example, when using the painting easel. Staff provide children with positive role models and successfully manage children's behaviour. They quickly help them overcome feelings of frustration due to their positive communication and the close relationships they form with children. Children form good friendships and enjoy the involvement of others in their play. Staff motivate children to try things for themselves. Consequently, some children voluntarily help younger ones with tasks, such as taking off their painting aprons. Children move smoothly between their home and the nursery because staff successfully meet their individual emotional needs. The manager has recently taken steps to contact local schools to share information about children's individual needs and progress before they leave the nursery. This will enable children's move to school to go smoothly.

Staff provide children with a well organised and welcoming environment which promotes their enthusiasm for learning. They have access to a good range of indoor play equipment and some outdoor resources. Staff successfully promote children's independence by providing good opportunities for them to choose to play indoors or outside throughout the day. Children learn about their own safety. Staff remind them not to run inside the nursery and not to open safety gates or go into the kitchen. Staff plan activities for children to use a globe to talk about different countries and discuss where their families come from. Staff provide some resources, such as dolls and posters that reflect positive images of differences in society. Staff have recently started to ask parents about children's cultural events and celebrations at home. However, they do not plan a wide range of activities to help promote all children's understanding and awareness of differences to help them understand and respect diversity.

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

The roles of the nursery owner and the manager are clearly established. They understand and meet most of the requirements of the Early Years Foundation Stage. One member of staff holds a first-aid qualification to treat children's accidents and injuries, although they were not present on the day of the inspection. The nursery manager also holds a first-aid qualification. However, she was unable to provide the certificate for inspection. This is a breach of requirements. In addition, the manager is unsure if any other members of staff are first-aid trained to ensure children's welfare at all times. Therefore, systems to monitor the training needs of the staff are not fully effective.

All staff have had appropriate checks completed to show they are suitable to work with children. There are robust recruitment procedures, which are used effectively in practice and the manager checks staff ongoing suitability at annual appraisals. Staff know who the nursery safeguarding officer is. They complete child protection training that gives them a secure knowledge and understanding of the action to take if they are concerned about a child. The manager regularly reviews staff understanding of child protection policies and procedures to ensure these are effectively implemented in everyday practice. Staff adhere to the nursery policy and procedure for the use of mobile phones and cameras. Staff-to-child ratios are met and children are well supervised at all times. The premises are safe and secure. Safety gates are securely fixed to the wall and all areas of the premises are checked on a daily basis. The owner meets regularly with the sports centre manager to discuss and address any potential hazards. Staff complete risk assessments for all areas of the premises and activities, such as for the weekly swimming trips and the music and movement activities. Consequently, children's can play and learn in safety.

The nursery manager provides staff with a good role model as she promotes children's learning in a positive way. Consequently, staff adopt the same approach to move children on in their learning. The manager and owner of the provision meet staff training and development needs to ensure they offer a quality learning experience for children. Since the last inspection, staff have received training on behaviour management which has enabled them to develop skills they use successfully in practice. There are clear procedures in place for staff appraisals. The manager works as part of the team. Since her temporary appointment in May 2014, she has assessed staff practice and offers supervision and support to promote their personal development. She gives staff feedback about the strengths and weaknesses in their practice and makes suggestions for improvement. Children's progress and activity planning is monitored and revised during discussions at regular team meetings, where staff are encouraged to reflect on the success of activities. The manager has recently taken steps to increase staff involvement in planning and they now all have responsibility for co-ordinating ideas. Consequently, most activities have sufficient depth, breadth and challenge, and support children in areas where they are not reaching expected levels of development. Management and staff plan to further promote children's pre-writing skills through the provision of a wider range of activities and resources.

Actions and recommendations made at the last inspection have been met. The manager

organises emergency evacuation practices so that staff and children know what to do in the event of a fire. The nursery owner has also employed an additional qualified member of staff who is available to provide emergency cover so that staff-to-child ratios are met at all times,. Staff now complete regular risk assessments to maintain children's safety. Staff know children well and work well as a team to promote their learning through the provision of a varied range of activities.

Self-evaluation is generally good. The owner and manager meet frequently to identify and drive plans for improvement. Consequently, since the last inspection staff have successfully re-organised the resources and areas of learning so they are more accessible and promote children's independence and choice. This has also enabled children to know where everything is kept and staff to make better use of resources to promote children's learning. Management has improved planning to include all areas of learning so there is a better structure. Staff have introduced opportunities for children to move freely between the inside and outdoor play areas. This means that children can take their learning outside if they wish. Management and staff clearly identify future aims and objectives for continuous improvement on action plans. Partnership with parents is good. Parents are provided with newsletters that inform them about any staff changes in the nursery and planned activities. Staff greet parents individually and share information about children's individual needs, progress and next steps for learning. Consequently, children are provided with continuity in their learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY416326
Local authority	Croydon
Inspection number	984452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	19
Number of children on roll	15
Name of provider	Lampard Investments Ltd
Date of previous inspection	20/05/2011
Telephone number	07940391982

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

