

Tenderlinks Day Nursery

38 Mitcham Lane, London SW16 6NP



Inspection date

28 May 2015

Previous inspection date

3 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staffing arrangements are not organised well enough to deal with unforeseen events. At the start of the inspection, not enough staff were present to ensure children's care and learning needs were fully met.
- Some staff miss opportunities to support children's learning effectively. They do not always talk with children to help improve their communication skills. Not all children are encouraged to serve their own meals to help them to become more independent.
- The manager has started to hold supervision meetings with staff. She does not use these well enough to check staff fully understand what they have learned in training or to ensure that all staff continue to improve their teaching so it is consistently good.

It has the following strengths

- Safeguarding is given high priority. Staff understand when and how to share any concerns about children's well-being. They contact the appropriate authorities promptly to reduce risk of harm to children.
- Babies feel comfortable and confident with the adults who care for them. They are quickly soothed when upset; staff understand each child's individual needs well and distract them successfully with their favourite activities.
- 'Next Steps' sheets encourage parents to be more involved in their children's learning at home. For example, parents say they now sing number rhymes with their children and help them to develop skills in throwing and catching a ball.

What the setting needs to do to improve further

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

- improve staffing arrangements to cover unforeseen events, so that the required number of staff are always present to ensure children are well cared for and their learning supported at all times.

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

- strengthen the systems for monitoring the quality of teaching and supervision of staff so that: all staff understand the importance of promoting children's language and independence skills, especially during mealtimes; staff fully understand how to put into practice their learning from the training provided; clear targets are set for staff to ensure that teaching is consistently good.

Inspection activities

- The inspector observed teaching and learning activities, indoors and outside.
- The inspector held meetings with the manager and the provider.
- The inspector spoke with staff and children at appropriate times during the day.
- The inspector took into account the views of parents spoken to during the inspection and from the nursery's own parents' survey.
- The inspector carried out joint observations with the manager.
- The inspector checked evidence of the suitability of staff and their qualifications.
- The inspector looked at children's records, planning documents, a sample of the nursery's policies and procedures and the self-evaluation form.

Inspector

Marian Pearson HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Teaching is too variable. Children wander around aimlessly looking for something to do when they arrive at nursery and not enough staff are present to welcome them. Some staff do not promote children's language and communication skills as well as they could. They do not always talk to children about what they are doing or ask questions to extend their learning further. Children settle quickly as parents share information about their child's needs and interests. Staff use this information and their own observations effectively to make accurate assessments of what children can do. Most activities are well designed to support children to reach the next stage in their learning. Babies develop their skills in handling objects and mark-making confidently with paint, brushes and small cars. They squeal with delight when they squeeze paint through their fingers and explore its texture. The manager tracks children's development regularly and seeks professional help so children receive any additional support they need quickly. All children make at least adequate progress, given their starting points and abilities.

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

Resources are easily accessible for children to make choices about their play. They move easily between indoor and outdoor areas, explaining that fresh air is good for them. Children's good health is promoted further with freshly cooked, nutritious meals, followed by good teeth-cleaning routines. Children in the baby room feed themselves and successfully make known their feelings about food using gestures and their emerging language skills. Some older children are not always encouraged to develop their independence skills during mealtimes as staff serve their food and drinks. Nappy-changing time is a very positive experience for babies. Staff use this time well to talk about what the children have been doing, discuss the 'stickiness' of a sticker and encourage them to identify different parts of their body. Staff provide clear explanations and regular praise that support children to play cooperatively together, persist in mastering new physical skills and listen well. This approach helps to prepare children for their move to school.

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

The manager has a sound understanding of the Early Years Foundation Stage requirements. She has good processes in place to help keep children safe. Checks to assess staff's suitability are thorough; equipment is maintained well and any risks to children are reduced through regular checks of the premises. Leaders and staff work well together and there is a strong determination to improve provision. Staff training has been closely focused on addressing issues from the previous inspection. Children's reading, writing and number work are now supported more effectively in the refurbished outdoor area. Parents' views are regularly sought and acted upon. The manager provides staff with helpful feedback about their practice as she works alongside them. However, systems for monitoring and managing staff performance are not thorough enough to ensure gaps in staff's understanding are picked up and to maintain improvements in teaching at all times.

Setting details

Unique reference number	EY313089
Local authority	Lambeth
Inspection number	1011196
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	36
Name of provider	Lampard Investments Ltd
Date of previous inspection	3 June 2014
Telephone number	020 8677 1376

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. The nursery is registered on the Early Years Register. There are currently 35 children aged from three months to under five years on roll. The nursery receives funding for early education places for children aged three and four years. The nursery supports children who speak English as an additional language and children with special educational needs. The nursery employs ten staff. All staff hold appropriate early years qualifications.

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