

Tenderlinks Day Nursery

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



Inspection date

24 July 2015

Previous inspection date

6 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Managers and staff work well as a team and aspire to continually improve the quality of provision. As a result, children get off to a good start in their learning.
- Children arrive happily and confidently into the nursery's very welcoming environment. They are greeted by, and pleased to see adults and their friends.
- Children behave well because adults help them learn what is right from wrong. They recognise the importance of using 'kind words', 'kind hands' and how to care for each other.
- Adults skilfully help children understand about similarities and differences between themselves and others. Children talk about visiting the church or the mosque with their families.
- Adults carefully plan activities to build on children's interests. Children show excitement when the caterpillars they have been caring for begin to emerge from their cocoons as butterflies.

It is not yet outstanding because:

- The nursery has accurately identified what needs to improve but targets set do not always include measurable criteria to help managers and staff know when they have been successful.
- Managers are not looking closely enough at the progress made by different groups of children to identify any gaps in learning.
- Not all staff consistently make the most of every opportunity to enhance and exemplify children's learning even further.

What the setting needs to do to improve further

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

- continue to help staff to improve their practice by helping them to recognise when activities can be extended further so teaching is of a consistently high quality
- introduce a system to monitor and track more precisely the progress of different groups of children so any gaps in learning are identified, and use this information to inform what needs to improve further
- ensure targets are measureable so adults know when improvements have been successful.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with the room leader, staff and children at appropriate times during the day and held a meeting with the nursery manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records, planning information, the nursery's self-evaluation, evidence of staff suitability and a range of other documentation including, policies and procedures.
- The inspector accompanied staff and children when the premises was evacuated as the fire alarm sounded during the inspection.

Inspector

Wendy Ratcliff HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning from their starting points. They have access to a wide range of learning experiences that build on their interests. Older children make their own books and confidently describe how the metamorphosis of a butterfly takes place. They explain it starts with an 'egg on a leaf' and ends as the butterfly emerges from the cocoon after, 'nearly two weeks'. Adults skilfully introduce new words to extend children's learning. Children are encouraged to 'visualise' what the play dough may look like if they add too much water. They use words, such as, 'mushy' and 'sticky' to describe the texture of the dough. Adults support younger children well in their play. Outside, adults recognise which children need extra support to use the sea-saw. Together, they sing as children rock from side-to-side. Adults plan the environment well so both younger and older children can make choices about the resources they want to use in their play.

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

Adults work in close partnership with parents when children first start at nursery. This helps them to find out what children know and can do already. Older children are developing their independence as they go to the 'snack shack' and help themselves to water and fruit. Younger children come in from playing outside and take off their shoes and place them in the basket. Adults effectively help children gain a secure understanding of how to keep themselves safe. For example, children understand they cannot access the nursery kitchen and what may be a danger in the kitchen at home. When the fire alarm sounds adults calmly help children to recall what they need to do. They line up 'like caterpillars' and make their way safely to the assembly point. When the fire engine arrives children identify how many flashing lights they can see. Children gain the skills they need to be ready for the move from the baby area into the older area or onto school.

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

Managers have taken action to address areas for improvement from the last inspection. The manager has introduced systems to monitor the quality of teaching. She supports staff to develop their practice through effective performance management. Managers provide good role models for less confident staff. This helps staff to see how their practice can improve so they too work towards making the most of all opportunities to extend children's learning further. While managers look closely at the progress of individual children and take action when extra support is needed, they do not look specifically at the progress made by different groups. They seek staff and parent's views to inform what needs to improve further. The action plan, however does not include specific targets to help staff and managers measure when their efforts have been successful. For example, mathematical development is included in the plan but the detail of how improvements will be measured are missing. Managers and adults know how to keep children safe and what action to take if they had a concern about a child or another member of staff.

Setting details

Unique reference number	EY416326
Local authority	Croydon
Inspection number	1017424
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	19
Number of children on roll	25
Name of provider	Lampard Investments Ltd
Date of previous inspection	6 August 2014
Telephone number	07940391982

Tenderlinks Day Nursery registered in November 2010. It is one of three nurseries run by Lampard Investments Limited. The nursery is within the premises of a health club in Norbury. It provides full day care to the community and crèche 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. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs seven members of staff, four of whom hold appropriate childcare qualifications. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

