

# Inspection of Tenderlinks Day Nursery

Nuffield Health, Stoop Memorial Ground, Langhorn Drive, Twickenham, Middlesex  
TW2 7SX

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Inspection date: 10 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled at this welcoming nursery. They are inquisitive and enjoy exploration. Children are enthusiastic learners because staff have high expectations of them. They benefit from high-quality learning experiences throughout the day. Children who speak English as an additional language are well supported to use their home language as well as English during play and learning. They make good progress from their starting points and develop skills, such as independence, needed for the next stage in their learning. Children confidently express themselves when they need support from staff.

Children benefit from daily access to the outdoors. They develop a secure understanding of how to keep safe. For example, children know they need to hold hands and use their 'walking feet' when on outings. Children enjoy nature and comment on how animals, such as ducks and dogs, move. They are active and develop good physical skills. For example, they enjoy balancing on the beams in the park and master their physical abilities on a range of apparatus. Children benefit from healthy and nutritious meals throughout the day to support their good health and well-being. They learn to share with one another and behave well.

### What does the early years setting do well and what does it need to do better?

- The new manager has made positive changes to the quality of the provision. She evaluates the practice regularly and seeks the views of others, including parents, to identify the areas for further development. Parents are happy with the level of information they receive about their children's care and learning. This helps to provide consistency in children's development.
- Staff feel supported in their roles and benefit from regular support and training tailored to their individual needs. This helps to enhance the quality of teaching and learning experiences for children.
- The settling-in procedure is effective to help children settle in quickly and help them feel emotionally secure. Children develop strong bonds with their key person and other staff.
- The manager and staff design a high-quality curriculum that builds on what children know and helps them progress well across all areas of learning and development. Children gain skills that prepare them for school.
- Staff focus on developing children's vocabulary and build on children's communication and language development, including through meaningful conversations, and reading stories. However, there are occasions when staff do not give children enough time to think and respond to questions before they ask them another. This practice does not support children's thinking and communication and language skills.
- Children develop a love for books and can retell some stories. For example, they

pretend to be Goldilocks, who will eat porridge from a baby bear's bowl. They enjoy modelling a bowl from the play dough, using their fine motor skills.

- Staff plan a range of interesting activities to support children's learning. However, occasionally planned activities are too prescriptive, preventing children from using their imagination and being creative.
- Staff are kind and caring and meet children's individual care needs sensitively. Children learn about the importance of handwashing to keep safe and prevent the spread of infections.
- Children kindly approach visitors and use their good manners. They greet staff, show respect for one another, and display positive behaviour. Children learn to recognise differences between them and other people, including through stories, activities, and visits to a local community. This helps them learn about and value diversity.
- Staff build on children's understanding of mathematics. For example, they encourage younger children to match colours and some children to count in sequence.
- Children access a wide range of mark-making resources to support their early writing skills. They receive praises from staff for their creations and this increases children's confidence and self-esteem.

## Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment and vetting procedures to ensure staff's suitability to work with children. The manager and staff access training to support their knowledge of safeguarding and the 'Prevent' duty guidance. They have a secure understanding of what to do should they have a concern about a child or a member of staff. Staff have effective risk assessments in place to identify and remove hazards within the environment, and to keep children safe.

## What does the setting need to do to improve?

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

- build on current opportunities for children to use their imagination and creativity during activities, to further support children's learning and enjoyment
- provide children enough time to respond to questions to further support their thinking and communication and language development.

## Setting details

<b>Unique reference number</b>	EY418905
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10275878
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	Lampard Investments Limited
<b>Registered person unique reference number</b>	RP900838
<b>Telephone number</b>	0208 8922251
<b>Date of previous inspection</b>	20 June 2018

## Information about this early years setting

Tenderlinks Day Nursery registered in 2011. It is based in Nuffield Health Fitness & Wellbeing Centre, Twickenham, in the London Borough of Richmond upon Thames. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. The provider employs two members of staff. Of these, one holds a relevant childcare qualification at level 4 and one at level 3.

## Information about this inspection

### Inspector

Katarina Hustava

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed the learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation together.
- The inspector accompanied children and staff on an outing to the local park and playground.
- The inspector held a meeting with the manager.
- The inspector reviewed some documents relevant to the inspection process.

We carried out this inspection 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.

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