

Inspection of Tenderlinks Day Nursery

Nuffield Health, 1212 London Road, Norbury, LONDON SW16 4DN

Inspection date: 13 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 very warmly welcomed by staff at the start of their busy day. Children enthusiastically hang up their coats and bags on labelled coat pegs. They very quickly settle to activities they enjoy. Children demonstrate a positive sense of belonging, and they feel safe and emotionally secure.

Children have a very good start to their early education, helping to prepare them for the next stages in their learning and future success. The curriculum intent helps to enhance the experiences and opportunities available to children, particularly children who face difficulties and disadvantages.

Children love to participate in football coaching sessions to help develop their physical skills. Very young children jump up and down and shout, 'ball, ball'. They eagerly catch, throw and kick balls. Children are eager to join in and have a go. Children benefit from lots of fresh air during outdoor activities. For example, they enjoy growing vegetables in a vegetable patch and trips to nearby open spaces. Children's good health and well-being are supported well.

Children demonstrate very good behaviour and begin to develop self-help skills. For example, when children transition from the garden to indoors, they listen to and follow instructions to help keep themselves safe. Children confidently serve themselves during mealtimes, use the toilet and wash their hands independently.

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

- Following the COVID-19 pandemic, precautions continue to be in place to minimise the spread of infection and help to promote good hygiene practices. The manager recognises the impact that the COVID-19 pandemic had on children's development and some children's experiences. She says that some children, who do not have outdoor spaces, returned to nursery eager to go outdoors with their friends.
- The manager is keen to consistently improve the quality of care and education for all children. For example, she has made changes to the baby area to ensure the youngest children are provided with a cosier enclosed area to support their emotional security. Self-evaluation is effective.
- Staff welcome regular supervision meetings and say the expectation for less paperwork enables them to spend more quality time with children. Staff report high levels of support for their well-being, such as team building days and weekly yoga sessions, which staff enjoy.
- Parents appreciate 'excellent' settling-in sessions and say their children have made very good progress from when they first started. Parents' views are consistently considered. For example, following parent consultations, older

children now enjoy weekly swimming lessons.

- Staff have built very positive relationships with parents and family members. For example, parents and grandparents thoroughly enjoy a morning visit to the nursery to celebrate Father's Day. They value time with children in the nursery garden. This helps to contribute to positive partnerships and impacts greatly on children's sense of self and emotional well-being.
- The nursery's special educational needs coordinator (SENCo) is competent in her role. She successfully coordinates support with key staff and external professionals to ensure good outcomes for all children. The SENCo uses her expertise to provide targeted support for children who may have gaps in their learning and development. All children make good progress from their starting points.
- Overall, staff plan experiences and opportunities that children are interested in and meet their individual needs. As a result, children concentrate and are engaged in purposeful play. For example, very young children are fascinated by small-world animals frozen in coloured ice. Older children mix soil and water together and keenly use new words they have learned, such as 'broad bean' and 'stem'. Nevertheless, staff do not always plan opportunities to maximise children's understanding of numbers, patterns and technology.
- Overall, interactions are positive between staff and children. For example, staff support children to recognise and label feelings, and during circle time, older children are encouraged to share their home experiences. However, staff do not always adapt their interactions to help extend children's communication and language development to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have sound knowledge of safeguarding. They know the typical signs of abuse to look out for and their responsibilities in keeping children safe. Staff are aware of safeguarding concerns, such as radicalisation and female genital mutilation. The manager and staff know who to raise their safeguarding concerns to within the organisation and to external agencies. They access regular training to keep their safeguarding knowledge up to date. The nursery is kept secure and has clear visitor procedures. Staff are deployed appropriately and supervise children well. Staff check the environment regularly to ensure that it is safe for children to play.

What does the setting need to do to improve?

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

- implement a curriculum to consistently focus more precisely on all areas of learning and development, in particular mathematical development and

technology

- strengthen staff interactions and focus on extending children's language development to help children make the best possible progress.

Setting details

Unique reference number	EY416326
Local authority	Croydon
Inspection number	10294741
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	19
Number of children on roll	46
Name of registered person	Lampard Investments Limited
Registered person unique reference number	RP900838
Telephone number	02087642184
Date of previous inspection	17 April 2018

Information about this early years setting

Tenderlinks Day Nursery registered in 2010. The nursery is within the premises of a health club in Norbury, in the London Borough of Croydon. The nursery is open Monday to Friday, from 7.30am to 6.30pm. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs seven members of staff, four of whom hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Jane Morgan

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 joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed the evidence of the suitability of staff working in the nursery.

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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