

Inspection of Tenderlinks Day Nursery - Elstead

The Pavilion, Beacon View Road, Elstead, Surrey GU8 6DU

Inspection date: 11 October 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The managers and staff demonstrate they do not have a secure understanding of how to safeguard children effectively. There are weaknesses in child protection knowledge and understanding of the processes to report concerns. Furthermore, supervision of children and risk assessment arrangements are not sufficient to ensure their safety and well-being.

Despite this, children are settled and have positive relationships with their friends and the staff who care for them. Staff provide planned opportunities for toddlers to explore sensory toys that capture their curiosity, with the aim of developing their concentration. Staff provide children with different activities, including a variety of opportunities to be physically active outdoors. However, staff do not have a clear understanding of what they want children to learn and how to sequence their planning appropriately to support children's learning effectively.

The curriculum is not designed well enough to meet the needs of all children who attend. Staff do not consider adapting activities and experiences for children of varying levels of ages and stages of development. Consequently, very able children who have high levels of vocabulary can dominate activities, meaning other children go unnoticed and do not understand what is being taught. Not all children receive opportunities for learning pitched at their level of development. As a result, some children, particularly those with delays in their development and those learning to speak English as an additional language (EAL), do not make good enough progress. This causes them to lose interest and become distracted.

At times, activities can be over directed by staff. For example, children are told what to do during art activities, with staff working towards a pre-prescribed outcome. This hinders children's creativity and imaginative skills to express their own ideas.

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

- Oversight and governance from leaders are ineffective to ensure that managers have a clear understanding of their roles and responsibilities. This does not ensure there is a sharp focus on maintaining the requirements of registration. The arrangements for safeguarding, including managing allegations against staff, are not robust. Managers are not able to demonstrate that they have completed rigorous checks to ensure the suitability of staff, and they do not maintain necessary recruitment records. This compromises children's safety.
- The curriculum is not ambitious enough for all children to prepare them for their next stages of learning. For example, although staff focus on some important self-care skills, such as toilet training, they do not give enough consideration to

other aspects of children's development. This means children do not receive a broad and balanced curriculum. This limits children's learning experiences. Activities and experiences are often considered first before really thinking about the intention behind what staff want children to learn. This also has an impact on how well children engage with activities and develop positive attitudes to learning.

- Risk assessment processes take place across the provision. However, the manager and staff team lack vigilance to minimise hazards that put children at risk. For example, the kitchen door leading to the main room where children play is left open, allowing access to sharp utensils. Furthermore, the outdoor play space is not secure. The back gate in the garden is easily accessible to unauthorised individuals, who could gain access to the provision. Consequently, risk assessment is ineffective and does not ensure the safety of children.
- Staff do not provide consistent supervision during mealtimes. For instance, young children are left eating unsupervised for a short while during snack time. This does not ensure children's safety, particularly with regard to choking hazards.
- The special educational needs coordinator has a good understanding of strategies to support children who have delays in their development. This means children receive some interventions to help them catch up. However, when delays are identified, action is not swift enough to ensure referrals to external professionals are made in a timely manner. This limits children's progress.
- Staff do not implement measures well enough to support children who are learning to speak EAL. Consequently, children who speak another language are not supported well enough to enable them to express their wants and needs. Furthermore, children are encouraged to join in with activities, but they struggle to maintain focus and stay engaged. Staff do not consider what they must do in their teaching practice to ensure barriers to communication are reduced. For instance, they do not make simple adjustments consistently to help children understand the activities on offer and the routines of the day.
- Staff focus on promoting children's emotional well-being. They use discussion, stories and resources to encourage children to express how they are feeling. This helps to contribute towards building children's emotional resilience.
- Parents comment warmly about the nursery. They explain how well the staff know their children and provide experiences that they enjoy. Partnerships with parents are positive, and leaders seek their views to evaluate the service they provide.

Safeguarding

The arrangements for safeguarding are not effective.

Despite training being offered and attended by the staff team, managers and staff do not have a secure knowledge of how to safeguard children effectively. Staff are confused about who to report concerns to beyond the designated safeguarding lead in line with local procedures. Managers with leadership responsibilities are too reliant on referring safeguarding concerns to another manager from within the

company. They do not have a fully embedded understanding of how to fulfil their roles and responsibilities with regard to making referrals to agencies with statutory responsibilities.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve staff's understanding of child protection issues, including who to report concerns to in line with local procedures	06/11/2023
ensure managers have a secure knowledge of how to manage allegations made against individuals appropriately and refer them to agencies with statutory responsibilities	06/11/2023
implement effective vetting procedures to ensure staff's suitability is fully assured	06/11/2023
put appropriate steps in place to monitor the deployment of staff so children are supervised effectively during mealtimes and never left unattended	06/11/2023
implement robust risk assessments to ensure all risks and hazards to children's safety are identified, removed or minimised	06/11/2023
take steps to maintain all required information and records that may need to be shared with other professionals to ensure the effective and safe management of the setting.	06/11/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum is adapted to precisely meet the individual needs of children and provide activities and experiences suitable to their stage of learning	06/11/2023
improve teaching practice so staff have a clear understanding of what they want children to learn first and in what order before planning activities and experiences	06/11/2023
ensure children with possible special educational needs and/or disabilities have referrals made in a timely manner so they receive interventions from external professionals swiftly	06/11/2023
implement effective strategies to support children with EAL to develop their communication skills.	06/11/2023

Setting details

Unique reference number	2683339
Local authority	Surrey
Inspection number	10313464
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	27
Name of registered person	Lampard Investments Limited
Registered person unique reference number	RP900838
Telephone number	07940391682
Date of previous inspection	Not applicable

Information about this early years setting

Tenderlinks Day Nursery - Elstead re-registered in 2022. It is located in Elstead, Surrey. The nursery opens five days a week, throughout the year, from 7.30am to 5.30pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, the nursery operates 7.30am to 5pm. The nursery is in receipt of funding for the provision of early education for children aged three and four years. There are seven members of staff, five of whom have relevant childcare qualifications between levels 2 and 6.

Information about this inspection

Inspector

Sherrie Nyss

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector observed children to establish what it is like for a child at the nursery.
- The inspector held a discussion with the nominated individual and the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and staff personnel files.

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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