

Inspection of Tenderlinks Day Nursery – Wandsworth

Army Cadet Centre, 17 Broomhill Road, London SW18 4JG

Inspection date:

9 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff create a safe and secure environment for the children. They welcome children and parents warmly when they arrive at the nursery. This helps children to feel happy and reassured. Staff invite parents to the nursery to share information about their children's experiences at home. Older children listen intently during discussions about religious and cultural traditions, such as Diwali. This raises children's understanding of similarities and differences between themselves and others. Staff promote children's home languages effectively. They learn basic words in languages such as Spanish to help communicate better with children.

Staff use facial expressions and gestures to support children's early stages of communication. They sing songs and rhymes to help widen children's vocabulary. Staff offer children lots of praise and reassurance to support their self-confidence. However, they do not organise the daily routines as effectively as possible, particularly in the baby room. As a result, young children become restless and upset because they are kept waiting for too long. This affects children's overall enjoyment. Staff provide children with nutritious snacks and meals. On some occasions, they do not ask children to wash their hands before handling food. This does not promote a good hygiene routine.

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

- The manager is passionate about her work with the children and expresses high expectations for all of them. Nonetheless, there are weaknesses in her leadership that affect children's overall learning experiences.
- Staff observe and assess children's learning to help identify what they need to learn next. However, they are not always clear on how to implement the curriculum to help children make consistently good progress. For example, during some activities, staff introduce too many concepts, resulting in ineffective teaching. In addition, staff do not always consider the different ages and stages of children's development when planning activities. This does not keep children sufficiently motivated to learn.
- The manager encourages staff to complete mandatory training, such as first aid and safeguarding, to help keep children safe. She has identified some gaps in staff's knowledge and skills but does not act quickly enough to support their professional development. This leads to some weaknesses in teaching practice.
- Staff work very well with parents. They communicate with parents frequently about their children's learning and care developments. Parents agree that they are fully informed about their children's progress, such as in their self-help and independence skills. They are full of praise for the staff and express how happy their children are at the nursery. However, staff have not fully established effective partnerships with other early years providers children attend. This

prevents staff from creating a consistent approach to meeting children's needs.

- Staff provide children with regular opportunities to enjoy fresh air, such as through outdoor play and walks in the wider environment. They also support children's imaginative and creative play effectively. For example, staff make dressing-up clothes easily accessible to children. Children show their delight as they dress up as knights and princesses.
- Staff teach children to look after plants and what they need to survive. They talk to children how to grow their own vegetables and observe the changes that happen over time. This helps children to learn how to care for living things.
- Staff encourage children to share and take turns. However, they do not plan some activities well enough, which sometimes has an effect on children's behaviour. For instance, older children struggle to work collaboratively with others because, sometimes, there are not enough resources available for them to use.
- The manager evaluates their practice and has made changes to the learning environment. For example, she has reviewed children's books to ensure that they are in good condition. This contributes to the promotion of children's early literacy skills. However, the manager has not identified all weaknesses in practice, including how staff organise the daily routines and inconsistency in their hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

All staff are checked to ensure that they are suitable to work with children. They receive an induction from the manager to understand their roles and responsibilities. Staff complete daily risk assessments of the premises to identify potential hazards to children. They supervise children well, inside and outside, to help keep them safe. Staff know how to recognise the signs and symptoms that children's welfare may be at risk. This includes how to identify any indicators of extremist views or behaviour. There are appropriate procedures for reporting any concerns to relevant agencies.

What does the setting need to do to improve?

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

| | Due date |
|--|------------|
| support staff effectively to plan and implement a curriculum that is coherently planned and sequenced so that children experience the highest-quality teaching practices | 11/12/2023 |

| | |
|--|------------|
| improve supervision of staff to identify all weaknesses in teaching and act swiftly to ensure they have opportunities to strengthen their knowledge and skills | 11/12/2023 |
| follow more consistent hygiene routines to minimise cross-infection and support children's good health. | 11/12/2023 |

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

- review the organisation of transitions in daily routines to fully support children's enjoyment
- establish more effective partnership working with other professionals who are involved in children's care and teaching
- continue to evaluate practice rigorously and act quickly on any identified areas of improvement to raise the quality of the provision to a good level.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 2655325 |
| Local authority | Wandsworth |
| Inspection number | 10308745 |
| 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 | 1 to 4 |
| Total number of places | 30 |
| Number of children on roll | 28 |
| Name of registered person | Lampard Investments Limited |
| Registered person unique reference number | RP900838 |
| Telephone number | 0208 870 2220 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Tenderlinks Day Nursery – Wandsworth registered in 2021 and is located in the London Borough of Wandsworth. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. There are nine staff members who work directly with the children. Of these, two hold qualified teacher status and four hold relevant childcare qualifications at level 2 to level 6. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager took the inspector on a tour of the nursery, inside and outside. She explained children's development and the learning intentions identified for them.
- The inspector carried out a joint observation with the manager and evaluated the impact of the activity on children's learning and development. She sampled a range of records and regulatory documentation, including staff records and suitability checks, policies and procedures and children's progress reports.
- Staff and children spoke with the inspector at appropriate times during the inspection.
- Parents spoke with the inspector to share their views on the quality of the provision. They also left written feedback, which was taken into account.

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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