

# Inspection of Tenderlinks Day Nursery

38 Mitcham Lane, Streatham, LONDON SW16 6NP

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Inspection date:

28 February 2024

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## Overall effectiveness

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## 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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

The nursery is established in the community. Most of the families live in the proximity. The nursery welcomes siblings of children who have moved on to school or are already in the nursery. Parents speak positively of the nursery, and children form secure attachments with staff. Children arrive happy and are greeted warmly by staff. They easily separate from their parents as they say goodbye. Children are greeted by their friends as they enter their room. They select activities to play with and enjoy the independence of selecting toys. Although staff plan learning opportunities for children, some adult-led activities are not tailored and implemented effectively. This results in children not fully benefiting from what staff intend them to learn.

Overall, children behave well. Staff working with the older children and babies use appropriate methods that support children to listen and understand expectations. However, practice for toddlers is inconsistent. Staff are not organised effectively and this results in children taking longer to settle when there is a change in routine.

Despite the weaknesses, staff support children to be confident and independent. For instance, older children competently manage their personal needs in the bathroom. Younger children are encouraged to put on and take off their own coats. Children are happy. They delight in joining in activities, such as planting seeds and playing in the garden, and older children enjoy engaging in conversations with each other and staff.

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

- Since the last inspection, the nursery has undergone changes with regards to having a new manager and some new staff. The manager is aware of the areas for development and is working closely with the staff team and the local authority to embed effective practice and support staff development. Staff feel well supported by the manager. They talk confidently about training they have attended and their individual supervision sessions. However, more attention needs to be given to the monitoring of staff practice. The quality of teaching is not closely evaluated to ensure it is of a good level for children of all ages.
- Generally, children behave well. For example, older children and babies understand staff's expectations. They listen and carry out simple instructions. However, behaviour management for toddlers is not always consistent. Staff do not take into consideration children's age, their needs and interests when thinking and planning what should be next. Therefore, changes in activities do not always go as smoothly as possible. This has an impact on children's learning.
- Staff provide a range of opportunities for children to develop their

communication and language skills. Babies enjoy singing and join in with the parts they know. Older children join in lengthy discussions with staff and each other. In the garden, staff talk to children about what they are planting. Toddlers learn words, such as 'seeds', which they proudly show. Staff talk to children during activities and talk to them about what they are doing. This exposes children to a range of vocabulary, including children who are learning to speak English as an additional language.

- Children with special educational needs and/or disabilities are supported very well in the setting. Parents share information with staff about their children's needs. The manager, who is the special educational needs coordinator (SENCo), and staff work closely with professionals. They gather information effectively to ensure that children have access to the support they need. The SENCo provides support to staff and ensures they undertake training to provide further support.
- Children develop healthy lifestyles and habits. They benefit from access to the outdoors, where they develop their physical skills and learn about the world around them. Children have healthy meals and snacks. However, occasionally, staff do not ensure lunchtime is organised effectively to ensure younger children are not waiting for long periods and become unsettled.
- Staff use children's interests and what they can do to plan activities. However, these activities are not always organised effectively and implemented consistently well, particularly to support younger children's learning. For example, staff provide painting activities to encourage a group of children to share but only have one small pot of paint. In addition, staff do not consistently ensure routines and activities, such as story time, are organised effectively to prevent some children becoming unsettled, which has an impact on their learning.
- Parents talk about how happy their children are at the nursery and about the relationships their children develop with the staff. Parents state that they receive information about their children's learning and how they can support learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen monitoring of staff practice to improve the quality of teaching to a consistently good level for children of all age groups
- implement effective behaviour management strategies to support younger

children to regulate their emotions more effectively and understand expected behaviour in an age-appropriate way

- implement systems to help children understand the routine and changes in activities so these are much smoother and help children to feel more secure
- improve the organisation of lunchtime so children are not waiting for long periods
- support staff with regards to the planning and implementation of the curriculum for younger children to help promote their learning.

## Setting details

<b>Unique reference number</b>	EY313089
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10311655
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Lampard Investments Limited
<b>Registered person unique reference number</b>	RP900838
<b>Telephone number</b>	020 8677 1376
<b>Date of previous inspection</b>	4 April 2018

## Information about this early years setting

Tenderlinks Day Nursery registered in 2005. It is located in Streatham, in the London Borough of Lambeth. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks a year. There are 11 members of staff, 10 of whom hold appropriate early years qualifications at levels 2, 3, 4 and 6. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marvet Gayle

## 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 manager 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.
- Children confidently spoke to the inspector about what they enjoy doing at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of the toddler room with the manager.
- The inspector spoke to several parents during the inspection, including on the telephone, and took account of their views.

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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