

Tenderlinks Day Nursery

38 Mitcham Lane, Streatham, London, SW16 6NP



Inspection date

26 September 2017

Previous inspection date

24 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's welfare is compromised. For example, the manager and staff do not ensure visitors are monitored while on the premises. Staff in the baby room are not vigilant enough to remove risks to keep young children safe. Staff do not accurately record children's hours of attendance. They lack knowledge of wider safeguarding practice.
- The provider lacks understanding of their responsibilities to inform Ofsted of all required changes. They have not ensured the complaints policy contains the required details, including keeping written outcomes and sharing these with parents. Self-evaluation is not used well to improve the poor quality of provision and outcomes for all children.
- The manager does not support staff or identify and target the poor-quality teaching. She does not help staff to monitor children's progress or plan suitably challenging activities. She does not ensure staff complete the required progress checks for two-year-olds, to help them identify and address gaps in children's learning.
- The key-person system is ineffective. Children, including those learning English as an additional language, do not form strong relationships with staff when they settle. Partnership with parents and other professionals are poor and do not support children's care and learning needs effectively.
- Generally staff promote good hygiene routines. However, young toddlers are not always learning to manage their own personal needs. Staff do not always help children to learn to talk about their behaviour and the consequences of their actions.

It has the following strengths

- Staff praise children to help them build good self-esteem.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff do not allow visitors free access to the setting, to help protect children's safety	30/10/2017
■ ensure staff take appropriate action to remove or minimise the risks to young children to keep them safe	30/10/2017
■ ensure staff have a good knowledge of the 'Prevent' duty guidance	15/11/2017
■ accurately record the hours of children's attendance	30/10/2017
■ gain knowledge of the requirement to notify Ofsted about relevant changes and events	30/10/2017
■ implement a written statement of procedures to be followed in relation to complaints which ensures the outcomes are recorded and written records are shared with parents	30/10/2017
■ provide staff with sufficient guidance to assess and monitor children's progress and plan more accurately for their future learning and development needs	30/12/2017
■ establish a programme of professional development to develop staff skills and knowledge, to raise the quality of teaching to a good level and ensure children have meaningful learning experiences	30/12/2017
■ implement an effective key-person system and share information between staff and parents during transitions, to help children, including those learning English as an additional language, to settle	30/10/2017
■ complete the required progress check for children aged two years to identify gaps in learning early on and to support children with their individual needs	30/10/2017
■ implement effective systems to work in partnership with parents and other professionals to share information and promote all children's learning and development.	15/11/2017

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

- provide opportunities for babies to start learning how to manage some simple tasks successfully on their own
- improve staff understanding of how to help children to learn about behavioural expectations and how their behaviour can affect others
- use self-evaluation effectively to clearly identify areas for development and take into account the views of parents.

Inspection activities

- We carried out this inspection as a result of Ofsted's risk assessment process.
- The inspector and manager participated in a joint observation.
- The inspector spoke to staff, parents and children.
- The inspector viewed a sample of documentation.
- The inspector observed staff and children playing indoors and outdoors.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff have poor knowledge of child protection concerns relating to the 'Prevent' duty guidance. They do not identify risks to young children, such as choking hazards. The manager does not monitor if parents have signed their children in and out of the setting to accurately record their hours of attendance. The managers do not monitor children's educational programmes. Poor and inconsistent staff supervision and a lack of professional development opportunities have significantly impacted on the weak quality of teaching. Managers do not monitor staff to ensure they share information during changes to better support children's learning and care needs. The management team does not keep a written record of the outcomes when complaints are made and the written outcomes are not shared with parents. This does not help them to ensure all aspects of the complaint are dealt with effectively. All staff have suitability checks and the manager has a safe recruitment and induction process. The owner does not understand his responsibility to notify Ofsted when a manager has left the setting.

Quality of teaching, learning and assessment is inadequate

The key-person system is ineffective. Staff in the baby room do not know children well enough to plan activities that will promote their individual learning and they do not challenge children further during play. This does not help babies to make steady progress. Instead, staff provide them with an environment where their learning is mostly limited to engaging with the resources. Although staff in the pre-school room engage with children, they do not provide sufficient challenge. Staff do not monitor children's learning and the settling process for children, particularly babies, is poor. This has a significant impact on the consistency of children's learning and emotional security during staff changes. Staff do not complete progress checks for two-year-olds. Children who have special educational needs are not monitored and supported well enough to make sufficient progress. Staff do not develop partnerships with other professionals to target gaps in learning. Parents express concern over the lack of communication systems to share information, particularly about children's progress.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management and staff practice mean that children's welfare is not assured. Although staff are deployed well, they are not vigilant enough to keep children safe. For example, a visitor had free access to children without any staff monitoring what he was doing. In addition, staff did not supervise children well enough to notice choking hazards when they took crawling babies to the outdoor area. Staff have hygienic nappy changing routines which are recorded and shared with parents daily, although staff do not engage well with children during nappy changes. Toddlers do have the opportunity to fully develop key skills that help them manage their personal needs, such as washing their hands.

Outcomes for children are inadequate

Babies, particularly those who are learning English as an additional language, do not settle well with staff as the key-person system is ineffective. Although older children play and

access resources independently, they do not have enough opportunities to develop through challenging play experiences. This includes children who have special educational needs. All children's progress is poor and they are not ready for their next stages of development.

Setting details

Unique reference number	EY313089
Local authority	Lambeth
Inspection number	1113704
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 3
Total number of places	28
Number of children on roll	36
Name of registered person	Lampard Investments Limited
Registered person unique reference number	RP900838
Date of previous inspection	24 September 2015
Telephone number	020 8677 1376

Tenderlinks Day Nursery registered in 2005. It is located in Streatham within the London Borough of Lambeth and is part of a small chain of three nurseries. The setting is open each weekday from 7.30am to 6.30pm, for 51 weeks a year. The nursery employs nine staff. The manager holds a relevant degree and seven staff hold qualifications at level 3. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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