

Inspection of Tenderlinks Day Nursery

38 Mitcham Lane, Streatham, LONDON SW16 6NP

Inspection date:

29 November 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the previous inspection, staff have worked hard to create an ambitious curriculum that meets the individual needs of all children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Staff now demonstrate a clear understanding of how to plan in a meaningful way that builds on what children already know and what it is they need to learn next. Children are excited by the layout of the safe and welcoming environment that staff lay out for them. They quickly and happily settle at an activity with intense focus.

Children's behaviour is good. They are excited as the doorbell rings, and they guess which of their friends it might be. Children begin to develop friendships and happily play alongside others, sharing their ideas to extend imaginative play. Staff have high expectations for children. They encourage children to develop their independence, such as by serving their own food at mealtimes and scraping the leftovers when finished. Older children help and support younger children by pouring their drinks for them. Staff support children to understand the routine of the day and give children little reminders when it is coming up to a transition time so they are well prepared.

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

- The curriculum for communication and language is a strength of the setting. Staff embrace the home languages of children who speak English an additional language. They use key words in children's home languages to help children to feel settled and secure. Staff have lanyards with a visual routine so children who are non-verbal can communicate their needs effectively. They are also very attuned to the different ways children prefer to communicate, such as through gesture or actions, and respond positively to this.
- Staff provide children with a homely and positive environment, full of praise and encouragement. Children display high levels of confidence and are eager to show staff what they have achieved, such as, when they successfully navigate using a knife and fork to cut their own roast potatoes at lunchtime. During a game of bingo, children confidently take the lead and take over the role of card caller from staff.
- At the present time, the way that staff rotate the activities and experiences on offer to support the ambitious curriculum in place does not meet the needs of all children. They set up activities with a clear intent, and children show sustained engagement and enjoyment when taking part. However, staff change the activities too quickly. This means that some children do not have a chance to fully extend their learning or some children do not have an opportunity to participate.

- Staff help children to build healthy lifestyles. The setting provides healthy meals and snacks. Staff encourage and support children to try new foods. Children eagerly help themselves to second portions of roast turkey, roast potatoes and green beans for lunch. Children are very aware of the importance of good oral hygiene. During circle time, they have a very animated discussion and show an understanding of which foods are not good for their teeth.
- Staff at the setting have worked to ensure that there are rules and boundaries in place. Children share some of these during circle time, such as using 'walking feet' and 'kind hands'. However, staff do not consistently make sure that children understand these rules in practice and why they are in place. For example, as children run around a table playing aeroplanes, staff repeat 'walking feet' but do not provide children with an explanation about why this is important, such as that they may fall and hurt themselves or others.
- Partnership with parents is good. Parents value the warmth and kindness that staff display in their interactions with children and adults alike. Parents feel they can seek the support and advice of managers if they ever have any concerns. Staff provide meetings each term to allow parents to understand how their children are progressing and how they can support them further 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:

- allow children more time during activities to be fully engaged in their learning and extend their knowledge further
- promote children's understanding of why there are rules and boundaries in the setting so they develop their knowledge of how to keep themselves and others safe.

Setting details

Unique reference number	EY313089
Local authority	Lambeth
Inspection number	10337901
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 4
Total number of places	38
Number of children on roll	48
Name of registered person	Lampard Investments Limited
Registered person unique reference number	RP900838
Telephone number	020 8677 1376
Date of previous inspection	28 February 2024

Information about this early years setting

Tenderlinks Day Nursery registered in 2005. It is located in Streatham, in the London Borough of Lambeth. The setting is open each weekday, from 7.30am to 6.30pm, for 51 weeks a year. There are 11 members of staff, nine of whom hold appropriate early years qualifications at levels 2, 3 and 6. The setting provides government funded childcare.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity 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 evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024