

Fennies @ Beech House

Inspection report for early years provision

Unique reference number	EY376229
Inspection date	02/12/2008
Inspector	Rebecca Elizabeth Khabbazi
Setting address	Beech House School, 15 Church Way, SOUTH CROYDON, Surrey, CR2 0JT
Telephone number	0208 651 0446
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Fennies @ Beech House first opened in 1998 and was re-registered in 2008 following a change in company name. It is one of five nurseries owned by Fennies Day Nurseries Ltd. The nursery operates from a converted house in a residential area of Sanderstead within the London Borough of Croydon. There are four main playrooms within the nursery, two of which are on the first floor with access by stairs. There is a fully enclosed garden available for outdoor play. The nursery serves the local area.

The nursery is registered on the Early Years Register to provide care for 32 children at any one time and there are currently 45 children on roll. The setting is open five days a week all year round between 07.45 and 18:00. Children attend for a variety of sessions. The nursery supports children who have learning difficulties and/or disabilities.

There are currently ten members of staff who work with the children. Of these, eight have relevant early years qualifications and two are working towards qualifications. The setting receives support from the local authority through an early years advisor.

Overall effectiveness of the early years provision

The nursery promotes most aspects of children's welfare and development effectively overall. Children make steady progress in their learning and enjoy their time at the setting. Staff develop strong working relationships with parents and other partners. They strive to create an inclusive environment and are generally successful in meeting children's individual needs. The setting shows a good commitment to continual development, and has a clear understanding of the areas that now require improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make sure that sufficient detail is obtained about any long-term medical needs and that staff consistently implement the policy for administering medicine
- ensure that risk assessments cover anything with which a child may come into contact, including play equipment in the garden and potential hazards in the main hallway
- evaluate the organisation of large group activities such as stories and circle time to ensure the needs of all children are met and they are sufficiently challenged
- continue to develop staff's knowledge of the Early Years Foundation Stage in order to plan and provide a broad range of experiences across all areas of learning throughout the day

The leadership and management of the early years provision

Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. Staff have clear roles and responsibilities and share tasks effectively throughout the day. For instance, a staff member is in charge of the 'messy room' for the day, and there is a rota for the preparation of breakfast and tea. All of the required documentation is in place, including relevant policies and procedures. However, these are not always followed consistently by staff and do not all contain sufficient detail, such as the information included in long-term medication forms and in risk assessments.

The management team make effective use of self-evaluation and ensure staff are involved in this process. They take action to address any weaknesses they identify in the provision, for instance by making changes to the organisation of the rooms and grouping of children, which results in improved outcomes for children. There are clear plans in place for further development.

Staff have positive relationships with parents and there is a good two-way flow of information between all partners involved with a child's learning, development and welfare. This helps ensure children with learning difficulties and/or disabilities are well supported at the setting. Parents are kept informed through daily feedback sheets as well as day to day verbal discussions. There are regular parents' evenings to discuss children's progress, which ensure parents are involved in supporting their child's learning.

The quality and standards of the early years provision

Children are cared for in a welcoming environment where they have easy access to a wide variety of resources and play materials that are suitable for their age and needs. Older children in the preschool move freely between playrooms and the garden, but not all aspects of the environment that they come into contact with, are included in the setting's risk assessments. For instance, the daily garden checklist does not include checking large play equipment, which may be dirty or wet, and not all potential hazards are included in the checks made on the main hallway. Children benefit from regular nutritious meals and snacks and have access to fresh water throughout the day. They grow in independence as they serve themselves fruit at snack time or help themselves a large second portion of spaghetti bolognese for lunch.

Children are confident and settled in the nursery. They make good relationships with staff and each other and greet each other warmly as they arrive each day. Younger children are cared for in smaller groups, which helps them form close bonds with their carers. Staff have begun to develop their knowledge and understanding of the Early Years Foundation Stage. They make regular observations of children's achievements and use these to plan activities based on their individual skills and needs. The daily routine includes a range of experiences such as free choice activities, group times and outdoor play. However, planned

activities generally take place in the mornings, especially for younger children. This means at times afternoon sessions lack focus and activities do not offer enough challenge. The organisation of large group activities does not always take into account the differing needs and abilities of the children who take part. For instance, children in the preschool become easily distracted during large group stories or circle time, so learning opportunities are missed.

Children throughout the nursery enjoy looking at books. Older children help themselves in the book corner and toddlers cuddle up to staff to share a story. Staff talk to babies and sing to them as they play, which encourages their language development. Older children write their name on their work or spend time creating a letter for Santa. They count during everyday routines and activities and enjoy completing simple programmes on the computer. Babies show delight as they get messy with paint and older children benefit from free-flow access to a 'messy room', where they select tools and materials and use their imaginations to make, create and design their own models and pictures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.