

# Fennies @ Kingshall

Inspection report for early years provision

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**Unique reference number** EY376223  
**Inspection date** 11/11/2008  
**Inspector** Justine George

**Setting address** 62 Kings Hall Road, BECKENHAM, Kent, BR3 1LS

**Telephone number** 020 8778 4396

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**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 Day Nurseries Ltd, Fennies @ Kingshall, is one of a chain of five nurseries and was re-registered as a Ltd company in 2008. It operates from a detached, three storey converted house located on a residential road in Beckenham, which is within the London borough of Bromley.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. At present there are 49 children on roll, who attend various days of the week. Children are grouped according to age. Two rooms on the first floor each accommodate six children, aged from three to 12 months and from one to two years respectively. The first floor also houses a separate sleep room, changing area and a milk kitchen with laundry facilities. The larger downstairs room accommodates 24 children aged from two to five years. Children have access to a secure garden area. Children and families come from a range of different ethnic backgrounds and some have English as an additional language. There are no children who attend the setting with learning difficulties and/or disabilities at present. The premises has several shallow steps leading to the main door of the building; there is no ramp access.

The nursery employs 12 members of staff, two of whom work part-time. The 10 full-time staff all hold appropriate early years qualifications and all staff are suitably experienced. There are also four students on long and short term placements. The setting receives support and advice from the local authority.

The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year, excluding bank holidays. It is close to local amenities and transport links.

## Overall effectiveness of the early years provision

Children are secure and happy at the setting and separate confidently from their parents and carers. Those children who find separation difficult settle quickly as staff are sensitive and caring, demonstrating that positive relationships have developed outside the family home. Overall, children enjoy their time at the nursery and are occupied as staff provide a range of experiences and activities for children to explore. However, some play areas are not well used, as they are uninviting and poorly resourced. Adult-led activities are not well planned or executed to offer sufficient challenge to promote learning and development. Furthermore, planning and assessment methods are unsuccessful and impact on inclusive practice, as it does not meet or reflect the needs or interests of all children. Staff face many changes and adhere to set objectives with minimal support and little time to consolidate and reflect. As a result, there is poor understanding of how the setting operates in terms of maintaining continuous improvement and the outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve staff's knowledge and understanding of the Early Years Foundation Stage framework to ensure that every child receives an enjoyable and challenging programme of learning and development that enables them to make progress and work towards the early learning goals (Learning and development) 27/02/2009
- ensure effective planning methods are in place to provide children with experiences that are appropriate to, and reflect each stage of their development, their needs and interests. Ensure such activities and experiences are interesting, challenging and purposeful, fostering all areas of development (Learning and development and Organisation) 27/02/2009
- identify children's starting points and undertake sensitive observational assessment in order to further plan to meet the needs of young children (Learning and development and Organisation) 27/02/2009
- ensure all children have equality of opportunity in experiencing the programme of learning; and ensure the environment reflects the diverse range of children who attend the setting where ethnic, cultural and linguistic differences are recognised, valued and shared to enable children to experience and value their own and others identities (Learning and development) 27/02/2009
- ensure accident and medication records consistently include the required information and ensure written parental consent is in place prior to administering all types of non-prescription medication (Safeguarding and promoting children's welfare) 23/12/2008

To improve the early years provision the registered person should:

- develop effective self-evaluation methods and ensure partnership work includes all those involved in the care of children to ensure their individual needs are met; and to identify areas for improvements
- ensure cleaning materials are inaccessible to children and storage of toothbrushes is hygienic

## **The leadership and management of the early years provision**

The overall effectiveness of the setting is inadequate due to poor self-evaluation methods and inadequate partnership work with all those involved in the setting. Many changes have been implemented, but there has been little time to explore and consolidate new ideas and no opportunity to evaluate the impact such changes has had on the children. As a result, changes have been ineffective and areas for improvement have not been identified, resulting in a setting that does not promote inclusive practice as the needs of the children are not effectively met. The setting is not proactive in its approach towards inclusion, as the layout of rooms is very cramped in places, creating barriers for children with impairments and preventing babies from practising their large motor skills of crawling or walking. Children are unable to learn about or celebrate diversity as staff are not well informed about their family backgrounds, due to limited information being requested from their parents. The celebration of festivals is not well planned or implemented, resulting in limited information being shared with children to develop their knowledge and understanding of the wider world. The lack of resources to reflect the diverse society in which we live also prevents children from developing a positive sense of identity.

Most of the setting's policies and procedures are understood and implemented by staff ensuring the children are well safeguarded. Recruitment procedures ensure children are cared for by suitable staff as the required checks are carried out to ensure staff suitability. Any un-vetted adults are never left alone with children or deal with personal care. All staff are suitably qualified and experienced with opportunities for further training. A few staff have had training in the Early Years Foundation Stage (EYFS) framework, but have not had time to share their knowledge with others. The limited understanding of the framework impacts on successful implementation, with too much emphasis on the early learning goals rather than the process children go through to achieve them.

Staff are aware of their responsibilities with regards to child protection, keeping written records and informing the manager in the event of any concerns. The required documentation is in place to ensure the correct referral procedures are followed. Risk assessments in the main ensure the safety of children, because the equipment and premises are safe and secure. However, the layout of some rooms impacts on the space available to children to move around safely. For example, a large builder's tray occupies most of the floor space in the baby room. There are qualified first aid staff on site at all times to ensure children are cared for suitably in the event of accidents happening. Staff are aware of the requirements with regards to recording accidents and administering medication, but the systems in place are ineffective. Staff have to complete forms from scratch, which is time consuming and sometimes results in specific details being omitted, such as times, dates or surnames. Furthermore, prior written parental consent for the administration of non-prescription medicines such as Calpol is not obtained, in line with the requirements.

The partnership with parents ensures staff are aware of children's health and

dietary needs, likes and dislikes and routines in the family home. Home routines are followed at the nursery, ensuring continuity of care. Contact information is obtained from parents, enabling staff to make contact with them if required, for example, in the event of the child becoming unwell. However, information is not obtained about where children are at in their stage of learning development to ensure learning is pitched at the right level. Furthermore, staff do not know or effectively use ethnicity or linguistic information to foster children's identity.

## **The quality and standards of the early years provision**

The setting does not seek information with regards to children's starting points in order to plan a challenging and enjoyable programme of learning and development. Furthermore, observation of children's progress is limited and does not feed into the planning to ensure their needs and interests are met. As a result, some children wander around with no clear purpose, children's play and ideas are not extended. This prevents them from developing their own learning and interests, and children are not sufficiently challenged or engaged. Staff lack knowledge of children's individual needs and provide many different activities over the course of the week. In doing so, children are not able to practise skills or develop and extend their ideas. Furthermore, children who do not attend the nursery on the day a specific activity is set out miss out on the experience. Children are too involved in producing end products to maintain the numerous display boards on a regular basis, and the planned activities are not well planned or executed. As a result, equality of opportunity is not fostered preventing children from making a positive contribution and impacting on their economic well-being.

The provisions and children's use of time is not monitored. As a result, some areas of play are not used as they are poorly resourced and uninviting, for example, the book area has a small selection of books in poor condition. This impacts on children developing a positive attitude towards some areas of learning and limits their ability to extend their play further, stifling specific interests. Too few boys take an interest in mark making, as such experiences are limited in terms of creativity and enjoyment. There is too much emphasis placed on creating an end product where dots are joined up to form letters, rather than providing opportunities for writing with a purpose which are relevant to children's interests, for example, in role play areas.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
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?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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](http://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 has been one complaint made to Ofsted since registration. Concerns were raised about toilet practices in that children were not being supervised or shown by staff how to use the toilets hygienically. A response was received which included details of the provider's investigation.

Ofsted conducted an unannounced visit to the premises and, as a result, an action was set regarding protecting the good health of children. The setting was also required to: ensure all managers are suitable and have the appropriate experience, skills and ability to do their jobs; make the outdoor play space safe and secure; minimise identified risks in both the inside and outside play areas; ensure all adults looking after children are able to put safeguarding children procedures into practice, with specific regard to the enquiry and documentation of incidents; and to maintain records and implement policies and procedures protecting the health, safety and welfare of children in the provision.

As an action had previously been raised against safety, a compliance notice was set to improve fire safety precautions by ensuring fire doors are not obstructed. Ofsted conducted an unannounced follow up visit and found that the actions and compliance notice had been satisfactorily completed. Ofsted took no further action and the provider remains qualified for 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.