

# Fennies

Inspection report for early years provision

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| <b>Unique reference number</b> | EY376233         |
| <b>Inspection date</b>         | 04/03/2009       |
| <b>Inspector</b>               | Lisa-Marie Jones |

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| <b>Type of setting</b> | Childcare on non-domestic premises |
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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Fennies Under 5's Ltd is one of five nurseries privately owned by Sarah Fenn. It has been registered since 2002 with re-registration in 2008. It is situated on a busy main road in Addiscombe, which is within the London borough of Croydon. It operates from a large detached converted house with an adjacent enclosed area to the rear of the property for outside play and ample parking to the front of the setting. The nursery is open each weekday from 07.00 to 19.00, for 51 weeks of the year.

The nursery provides day care for 104 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. Currently there are 164 children from four months to four years on roll within the early years age range and they are drawn from the local community. The setting currently supports a number of children who speak English as an additional language and children who have learning and/or physical difficulties.

The setting employs 24 staff, of whom 16, including the two managers, hold appropriate early years qualifications. Three staff are working towards a qualification and five already qualified staff are working towards a higher level of qualification. The nursery has support and training from the local Early Years Development team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff's knowledge of each child's individual needs ensures that on the whole they are able to promote children's welfare and learning successfully. Children are kept very safe and secure at all times and really enjoy their time in the setting. The partnership with parents contributes towards ensuring that the needs of all the children are met. This means that children make acceptable progress, given their age, ability and starting points. Regular and thorough self-evaluation ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

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

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

- continue to develop the planning and assessment arrangements for children, including the input from parents, professionals and carers to ensure that individual needs are consistently being met
- ensure that bins do not pose a risk to children

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

The exceptionally strong management team recognise the importance of continuous assessment and monitoring to ensure that that all welfare and learning requirements are met and maintained to a high standard. Good improvement has been made since the last inspection. Recommendations and actions that were set under the old registration have been promptly addressed and reassessed to ensure they work in practice. The managers are constantly monitoring and evaluating to ensure that continuous improvement takes place and that it has a positive effect on the children's learning and welfare. They both play an integral role in the daily management of the nursery, not only by working alongside staff, to monitor and offer support, but also playing an important part in the children's learning and development.

On a day to day basis the setting runs smoothly as staff and resources are deployed well. Good systems have been devised to ensure staff are supported in their roles and that they have ample opportunities to have planning meetings to organise their key children's profiles and next stages of development. Supervision and staff appraisals highlight where staff's strengths and weakness are, and training is offered in support, through the local authority. The staff team has gone through a complete change and have bonded well within the lower age range of the nursery. The pre-school team is still being established with the support of a practice manager as well as the pre-school manager. There is a good team spirit throughout the whole of the setting and they work exceptionally well to support each other and are very aware of their roles and responsibilities to ensure the smooth running of the setting. The area manager is responsible for employing and recruiting staff and ensures that thorough and rigorous checks are made on all proposed staff prior to their employment.

The written policies and procedures are a fully working document of the nursery and are regularly updated to ensure they are in line with current legislation and working practices of the setting. The self evaluations, which are done as a whole team, play a crucial part in ensuring that they are striving for improvement all the time. Action plans are drawn up and clearly show how targets have been met and what they are striving to achieve.

All the managers endeavour to ensure that they offer an inclusive service where every child matters, they liaise very well with other agencies to ensure that children who have additional needs are fully supported in their learning and development, but recognise that currently the communication between parents and information being used is not always recorded in children's profiles to give an accurate and clear picture of children's progress, and how targets have been met. Parents are given good information about the service provided, and they have opportunities to share their concerns with staff. Settling in procedures are done on a very individual basis to enable children to feel welcome and part of the group.

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

Fennies under 5's enables children to make good progress in their learning and development, including those with learning and/or physical difficulties, and those who speak English as an additional language. Links and relationships with other agencies ensure that children can get the support that is needed to help them make progress. However, at present there are inconsistencies regarding the information gathered from the parents and how it is recorded to give a true picture of how children have been supported in their learning.

Children are very keen to learn and explore the learning environment around them and are very happy and busy. Children make comments that they like coming to the nursery and have lots to do and like to go outside and play. They are very sociable and make friends easily and communicate well with adults and children. They move around activities in small groups and pairs and readily take part in role play activities with each other. Behaviour is generally good throughout the nursery as staff have put suitable strategies in place for all children. Children learn to take turns and be kind and considerate to each other through general play and gentle, sensitive reminders from staff.

Children are supported by adults in their learning and development as staff are deployed very well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through meaningful discussion or questioning. Staff are currently being supported well to ensure they are developing a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The new planning systems are still being developed to ensure they identify learning intentions and support children's individual learning and capture their interests and offer extension to their learning.

Parents and carers have opportunities to share their children's progress as they have access to their children's development records and through daily informal chats. The pre-school are aiming to implement parents' evenings to ensure they are all working together for the children's needs and development. Newsletters and notice boards provide parents with information about the curriculum and any changes in the setting regarding staff deployment or policy changes.

The organisation of the rooms enables children to be independent and safe. There are areas in each room that support children in all areas of the curriculum. Within the toddler rooms the improvement plans indicate that they are looking at ways to further improve the free flow play so that all children can access the garden at all times. In one of the baby rooms there is a cosy armchair so children can snuggle up for cuddles or to have their bottles fed to them, therefore enabling them to feel secure in their surroundings. Children have access to a range of resources that are mainly set up by staff; however, children can readily access further toys and equipment independently to allow for free flow and extension of their play. Improvement plans highlight that toys and resources need to be extended in most areas, but mainly in the pre-school area; this is already being addressed and good quality resources and equipment have been acquired. The garden is being used

really well and the younger age group are able to access it independently, which offers them greater experiences both indoor and out to extend their play and learning.

The key working system is very effective as staff are very aware of their key children's needs and the welfare of children is generally promoted very well. Staff are skilled in promoting and supporting children's needs and show a good understanding of the welfare requirements and guidance. Risk assessments are completed on a regular basis ensuring children's safety at all times; however, it was not picked up that waste bins do not have lids on them and could pose a risk to children.

Arrangements for safeguarding children are robust and recruitment procedures ensure that all staff are suitable to do their jobs. All written policies and procedures are comprehensive and ensure that staff are able to carry out their duties as required.

## 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> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| 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? | 2 |

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **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.