

Fennies

Inspection report for early years provision

Unique reference number	EY376200
Inspection date	13/01/2009
Inspector	Rebecca Elizabeth Khabbazi
Setting address	1 St. Augustines Avenue, SOUTH CROYDON, Surrey, CR2 6BA
Telephone number	020 868 65474
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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 at St Augustines Avenue is one of a group of five nurseries owned and managed by Fennies Day Nurseries Limited. It first opened in 1995, and was re-registered due to a change in company's name in 2008. It operates from a converted house within a residential street in South Croydon and serves the local area. Nursery rooms are based over two storeys with stairs for access to the first floor.

The nursery is registered on the Early Years Register to provide care for 72 children at any one time and there are currently 88 children on roll. The nursery is open from 07:45 to 18:00 from Monday to Friday all year round.

The nursery employs 15 staff who work with the children. Of these, 13 have relevant childcare qualifications. The nursery receives support from the local authority through an Early Years Advisor.

Overall effectiveness of the early years provision

The nursery promotes many aspects of children's welfare and development effectively and most requirements are met. Children's learning is supported well and they make good progress at the setting. Staff strive to create an inclusive environment, although partnerships with parents and carers are not yet extended in all areas. The setting makes good use of self-evaluation to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- extend opportunities to involve parents as part of the observation and assessment process and during the settling-in period, particularly for those children who speak English as an additional language
- evaluate the use and presentation of resources such as role play equipment to ensure a challenging learning environment is offered in all rooms.

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that accurate daily records of the names of children and their hours of attendance are maintained in all rooms (Documentation).

16/01/2009

The leadership and management of the early years provision

Children throughout the nursery are cared for by suitably qualified and vetted staff due to effective systems for recruitment and induction, which helps safeguard their welfare. Staff work well together and have clear roles and responsibilities. A well planned induction means staff are familiar with policies and procedures, which ensures they are mostly implemented in practice. Most required documentation is in place but some records, such as attendance sheets, are not completed accurately by staff in all rooms, which puts children at risk in the event of an emergency.

The management team use comprehensive systems for monitoring and evaluating the service, which are effective in identifying any weaknesses that arise in most areas. Staff reflect on their practice and use information from evaluations and self-assessment as well as feedback from parents, to identify and implement improvements. For instance, the setting has recently made changes to the lunchtime menus and to systems for assessment and planning.

There are positive relationships with parents, who receive clear information about the provision through the prospectus and regular newsletters. Information is exchanged on a day-to-day basis through daily contact sheets for younger children as well as notice boards and discussions, and there are also regular parents evenings. However, these systems do not currently ensure that all parents are fully involved in their child's learning. For instance, parents are not always included in identifying and reviewing their child's next steps, and sufficient information is not always in place to support children fully through the settling-in process.

The quality and standards of the early years provision

Children are cared for in a welcoming environment with facilities to meet their needs. They play safely due to effective risk assessments that take good account of any changes to the environment. Children learn to keep themselves safe when they remember not to jump down the steps into the messy room as they may trip and fall, or why they must only run outside. Staff follow clear hygiene routines that help protect children from the risk of cross-infection, such as keeping floors and tables clean as needed, and making sure they wear aprons and gloves when changing nappies. Children choose from a good variety of play materials that are suitable for their age and needs and in most rooms resources are readily accessible so they can help themselves and grow in independence. However, staff do not always use resources effectively to create a challenging and stimulating environment in all of the play rooms.

Children make good relationships with staff and each other. They enjoy the activities provided and experience a balanced routine over the course of the day. Older children are confident and independent, helping themselves to resources and serving themselves at lunchtime with big spoons. Staff make careful observations of children and use these to plan activities that build on their interests and achievements. This effectively supports children's good progress towards the early

learning goals. Children throughout the nursery enjoy stories and songs. Babies cuddle up for a nursery rhyme and older children listen attentively to their favourite book. Children count during everyday activities and solve simple problems, such as working out how many stacking shapes need to be taken from one tall tower to make it the same height as another. They explore the world around them when they investigate different materials in the sand tray or find out what happens as ice melts in their hand. Toddlers have fun getting messy with paint, using their hands to make swirling patterns on the table, and older children choose resources and materials to design, make and create things in the 'messy room'. Children have access to a variety of role play materials but these are not always well used to stimulate imaginative play and encourage skills across all areas of the curriculum.

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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	3
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.