

# Fennies @ Kingshall

Inspection report for early years provision

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**Unique reference number** EY376223  
**Inspection date** 28/09/2009  
**Inspector** Laura Brewer

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

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**Type of setting** 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*.

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## Description of the setting

Fennies @ Kingshall is one of a chain of five nurseries run by Fennies Day Nurseries Ltd, which was re-registered as a limited company in 2008. It operates from a detached, three storey converted house located on a residential road in Beckenham, 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 68 children on roll, who attend various days of the week. The setting supports children who speak English as an additional language. 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. The premises has several shallow steps leading to the main door of the building; there is no ramp access.

The nursery employs 14 members of staff, three of whom work part-time. 11 staff hold appropriate early years qualifications and some staff are currently undertaking training. 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.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Committed and sound leadership results in a steadily developing setting which has ongoing plans to further build upon improvements made so far. Systems to evaluate the impact of practice and improvements are generally effective, however, not always systematic enough to identify specific weaknesses in the provision. Consequently, despite some aspects of good provision, there are inconsistencies in quality across the setting, with particular regard to safety issues. Overall, children are secure in the setting, although during the admission period, some children's emotional needs are not sufficiently supported. The nursery works well with parents and other agencies to ensure each child's individual needs are known and provided for.

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

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

- ensure hazards in the outdoor environment are made safe and resources provided for children are age appropriate to enable them to play safely (Suitable
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- premises, environment and equipment).
- ensure settling in procedures for new children enable their emotional needs to be appropriately supported (Organisation).

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

- develop staff's understanding of how to extend and challenge children's learning so that all children receive appropriate support to develop their interests and ideas.

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

The new manager has implemented significant changes which have had a positive impact on the setting and there are clear plans to develop the service further in partnership with staff and parents. Staff work closely in partnership with local advisors who assist in developing the service to secure future improvements. Most plans for development are accurately targeted to bring about the most needed improvements to the quality of the provision, such as plans to develop the outdoor area to enable free-flow play to promote children's learning and development further. Self-evaluation is generally used well, where input from parents and practitioners is valued.

Clear vetting procedures ensure that all staff working with children are suitable to do so and new staff are supported well as they become established in their roles. Staff have access to safeguarding training to ensure they are able to follow correct procedures in the event of having concerns about a child's welfare. Although risk assessment systems are in place, they fail to identify some potential hazards. For example, a trailing garden hose, damaged fencing and sharp pieces of wood are present in areas where children play and pose as potential risks to children. Indoors, children are offered a suitable range of equipment which is accessible and well organised to promote self-selection and independence. However, babies are put at risk when they are given resources to use which are not appropriate for their age range.

Staff training is positively encouraged and the majority of staff hold appropriate early years qualifications. Additional training courses are planned for each member of staff where they will have opportunities to further develop their skills and abilities.

The staff team have developed good relationships with the parents. They make them feel welcome and part of the setting. Good quality information about the setting and ongoing arrangements keep parents fully informed at all times. Parents routinely liaise with staff about their children's interests which assists staff in incorporating their individual needs into the activity planning. Policies and procedures are readily available, enabling everyone to understand the ethos and day-to-day operational practices of the setting. Parents comment that they value

the daily feedback provided by staff with regard to their child's care needs and progress.

## **The quality and standards of the early years provision and outcomes for children**

Overall, staff have a sound understanding of the Early Years Foundation Stage and plan a range of activities which stem from individual children's ideas and interests. Children in the setting are generally content, although settling in procedures for new children do not always ensure that their emotional needs are appropriately supported. Staff observe their own key children and keep detailed developmental profiles which include ideas and input from parents. From their observations, they plan next steps for each individual. However, not all practitioners are skilled in challenging children to extend their thinking and some opportunities are missed to develop children's learning when they are left to play independently without support.

Older children confidently use construction materials to build cars and spontaneously incorporate counting within their play. They enjoy role play situations and like playing with their friends as they play 'tea parties' and talk about what food they like to eat. Children have opportunities to learn about growing as they plant herbs in the garden which are then used for preparing meals. Children freely access resources throughout the nursery as they are suitably stored at the children's level. The children are generally making steady progress, although some activities would benefit from improvement. For example, the limited water available in the water tray prevents children from having a meaningful learning experience as they choose to move onto another activity. Babies enjoy a varied range of activities. For example, they enjoy playing with the 'crazy foam' where they are able to experiment with the substance and use their senses to explore. In the outdoor area, they practise their mobility skills as they manoeuvre wheeled toys and climb stairs up to the slide. Staff encourage babies' awareness of the world around them as they show them leaves on the plants and talk to children about the trains that they can hear.

The nursery has developed procedures which encourage children's learning about healthy lifestyles. Menus have been re-designed to reflect healthy options and as a result, meals are freshly prepared, varied and nutritious. Children recognise and respond to their need for drinks and they are able to develop their self-help skills as they pour their own water from jugs. Established routines encourage good hygiene as children wash hands regularly and clean their teeth after meals. Children enjoy being outside, however, access to outside play is currently restricted to set times during the day.

The setting is proactive in gaining views from parents about children's individual needs and backgrounds. Staff are keen to ensure that children have opportunities to learn about equality issues by finding out about customs and celebrations, and enabling children to access a range of resources that promote positive images of diversity.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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