

Fennies Under 5's

Inspection report for early years provision

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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 Under 5's re-registered in 2008 as a limited company. It is one of a chain of five nurseries based in Surrey and Bromley in Kent. Fennies in Purley operates from a converted church building and is located close to the Brighton Road and Purley main line station. The building comprises of three baby rooms and three interconnecting rooms for preschool children on the ground floor. There is a toddler unit on the first floor. The nursery has two enclosed outdoor play areas.

The nursery is registered to provide care for 105 children in the Early Years age range. The children are grouped according to their age and ability. The nursery is open each weekday from 7.45 am to 6.00 pm. There is also provision for children to arrive earlier, at 7.00 am and leave at 7.00 pm on request from parents. The provision is open all year round and is closed for one week at Christmas, bank holidays and two training days per year. The nursery supports children with special educational needs and disabilities.

There are 25 members of staff plus two lunch time assistants who work directly with the children. The nursery employs a chef, kitchen staff and cleaners. The setting has its own in-house apprentice training facility. The manager has a supernumerary role and is supported by an assistant manager plus an area manager. Over half of the members of staff hold relevant qualifications in Early Years Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from attending a nursery that is inclusive and the uniqueness of each child is valued. This is fully supported by the strong commitment of working with parents to ensure children are safe, secure and their progress in learning is constant. Practitioners, especially the leadership and management are dedicated and have a positive approach to the future development of the nursery. They make continuous improvements through their on-going self-evaluation and working partnerships.

What steps need to be taken to improve provision further?

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

- continue to develop children's progress in their learning, especially in baby rooms, to ensure that clear dated evaluations are made on the activities set and these link these to planning for future activities that help children to make progress in all areas of learning
- develop staff's understanding of risks by evaluating individual accidents as they arise to analyse commonalities and frequency then link this to the overall risk assessments to minimise accidents

- develop staff's practical knowledge of implementing the SEN Code of Practice

The effectiveness of leadership and management of the early years provision

There are sound policies and procedures in place to safeguard children which are shared with practitioners to ensure that daily procedures are maintained. All practitioners are carefully vetted prior to starting and a full induction process and on-going mentoring and appraisal system ensure their suitability to work and care for children. The strong leadership is focussed on promoting a good working relationship between managers and staff. An effective self-evaluation confirms plans to include all members of staff in ongoing assessments of the effectiveness of the nursery. All practitioners willingly commit to extra training to help their own development and understanding of promoting a good, safe and stimulating environment for babies and young children.

The overall organisation of the nursery is well planned to be fully inclusive giving children maximum play space and access to outside play facilities. All areas are secure with soft ground surfaces to minimise impact should children fall. Resources are easily accessible and appropriate for children's ages and stage of development. Daily risk assessments are completed which are closely monitored by the manager. Practitioners maintain detailed records on accidents that arise within the nursery although they do not sufficiently evaluate these to feed into the present risk assessment to reduce the risk of re-occurrence.

Partnership with parents is a particularly strong feature of this nursery where leaders and managers place a high value on parental involvement in all areas. There are many avenues for parents to keep in touch; notice boards, newsletters and parent evening and or days. Parents know they can approach any manager or member of staff at any time. A new venture such as the 'Parents Forum' which is organised by parents is given every encouragement by managers and leaders to promote the established family atmosphere where the two way flow of information increases children's feeling of wellbeing and security. Partnerships with outside agencies and other professionals are developing. Managers embrace the partnership approach and are working hard to further improve this through their connection with the local children's centre and pursuing more involvement with schools when children transfer to the reception year. The managers also work with the local authority if they require advice for children who may have special educational or additional needs, although practitioners do not have a secure practical knowledge of the Special Educational Needs Code of Practice to aid them when identifying early concerns.

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

Children are warmly welcomed by name as they arrive with their parents or carers and enter an attractively decorated reception area. New children settle easily which is helped by an induction programme that is particularly helpful for babies.

Practitioners note and continue children's particular routines at home such as their needs before resting, some enjoy comforters, a story or music to help them relax. Children of all ages in the nursery are developing a sound knowledge base although there is stronger evidence that children's learning is more effective in some rooms than others. In all rooms individual learning plans help to define children's uniqueness, however, there is a lack of consistency in the recording and evaluation of observations in two of the baby rooms. This is mainly arisen due to reorganisation and employment of new staff members who have yet to master the flow of observations and effectively linking these to planning. Babies enjoy listening to music and singing rhymes. They have many resources such as soft tactile toys as well as colourful blocks and opportunities to play with sand and crawl through tunnels.

Toddlers benefit from a very well designed and organised room on the first floor where they enjoy good access to a variety of activities. Children develop confidence because they make choices and receive the appropriate staff support. For example children develop early mouse control skills using interactive computer equipment where practitioners extend children's enjoyment and learning by joining in at certain times to help them with the next stage of the programme. Children enjoy water play filling up and emptying plastic bottles and watching how much water goes into each as well as learning how water increases weight to 'heavy'. All children in the nursery benefit from messy play opportunities, paints are freely accessible and children's work is attractively displayed for parents, visitors and children to admire. As children progress to the preschool rooms they are active, inquisitive and confident. Here, children experience more challenging activities both in building complex constructions with larger wooden blocks where they have opportunities to weigh bricks and other resources to make comparisons. They learn about buying and selling in their role play shop where they make use of empty bread stick and cereal boxes to buy and sell, then take to a comfy home area. Children have constant access to pencils and crayons that aid in their early writing skills; they make notes as well as use scissors to create their own individual shapes and designs.

Story times are included into the daily planning which engages children's early interest in books. Younger children and toddlers chose favourite stories such as 'Danger Mouse'; they sit contentedly on cushions snuggling up to a member of staff whilst they share the story experience. Preschool children access books constantly. Story time before lunch is a happy experience where they work in small groups whilst interacting with a member of staff to listen and discuss specific stories.

All children have access to outside play areas which are well resourced. Preschool constantly merge into this area because it is a central part of the preschool rooms. They make the most of resources such as sand and water and some relocate some resources from inside to outside to extend and develop their imaginative play such as making cakes with play dough. Children's physical development is also supported well with a range of climbing and other mobile equipment. Children with physical and/or learning disabilities make friends easily because of the support of extra staff and specialised equipment which is an example of full inclusion.

Children learn about safety through their daily activities and regular fire evacuation practise. They learn how to look after their bodies which is supported by nutritious snacks and meals that are freshly prepared by qualified staff each day on site. Meals are also a social experience and this is particularly evident in the preschool room. Here children help to prepare for mealtimes by supporting their friends, sharing tasks. They enthusiastically collect their knives and forks and show independence and maturity in sharing food whilst passing around the serving plates at the lunch table. There is an atmosphere of all participating enjoyment. Children are not hurried and thoroughly enjoy their food, clearing all their plates. After lunch children are able to decide whether to relax or play outside.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

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

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