

# Fennies Under 5's

Inspection report for early years provision

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**Unique reference number** EY376225  
**Inspection date** 31/05/2011  
**Inspector** Lisa-Marie Jones

**Setting address** Fennies Under 5s, Christchurch Rd, Surrey, CR8 2NL

**Telephone number** 02087 638 039

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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.

Overall, the quality of the provision is good. A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. The partnerships with parents, the local nursery and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the management team and staff makes sure that priorities for development are identified and acted on, resulting in a provision that responds to all user needs.

## 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
- Ensure that paperwork and collation of complaints and accidents are easily accessible and indicate any changes in practice
- continue to improve the ongoing children's assessments to clearly indicate how planning and evaluation of children's next steps have aided children's development and progress toward the early learning goals .

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

Children are safeguarded in the setting, because appropriate procedures are in place should child protection concerns arise. Staff are trained and are able to demonstrate their knowledge of their responsibilities. Risk assessment is effective in ensuring children's safety in the setting and when on outings. Activities and arrangements promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, through taking part in events, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards cultural differences. The setting supports with children with additional needs and the management have stated through self evaluation that this is an area they are keen to develop further to encourage greater outcomes for children.

Provision in the EYFS (Early Years Foundation Stage) is effectively led because the management have developed the overall awareness and understanding of the learning and development requirements for all staff within the setting. The new planning systems that are in place increase children's capacity for acquiring knowledge and skills, as planning affords an in-depth look at children's interests and next stages of development. It also gives the children many opportunities to practice their newly acquired skills and to develop them further. Adults working with children demonstrate a high capacity to make improvements, because they are committed to ensuring better outcomes for children through enjoyable experiences. Children's assessment is in the process of being changed to include the evaluations of observations and staff are aiming to devise a learning journey that will include samples of children's drawing, colouring and writing, together with observations from their starting points. Engaging parents and other agencies is strength of the setting. Parents and carers are made very welcome and relationships are positive, promoting children's welfare. Parents have a clear input into their children's learning and development and contribute to observations and evaluations of their next steps.

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

Overall the quality of the provision is good.

Children are happy and enjoy a variety of activities that promote independent learning. The programme and schedule of activities is well balanced, effectively meeting the needs and wishes of children attending the group. Since the last inspection the provider has made strides, developing the staff's knowledge and understanding of the specific learning and development requirements of the EYFS, ensuring children make good progress towards the early learning goals. Good arrangements are in place to observe and assess each child's achievements, interests and learning styles, so individual learning needs are being addressed. Activity planning is taking account of the six areas of learning, so children's enjoyment and potential to achieve is good.

Since the last inspection, the quality and standards of the early years provision has developed well, so that outcomes for children are good. Self evaluation indicates that the setting is well aware of what the weaknesses and strengths are of the setting and they have implemented strategies to support key members of staff to enable them to promote better outcomes for children. They are constantly striving to improve the setting in any way they can and are currently developing the structure of the building to create more open space and a rooftop garden area to promote free flow learning. This will encourage children to have even more choice in addressing their individual needs and specific wishes.

Children are engaged well in expressing their interests, they settle quickly to play and enjoy the company of others in a relaxed, friendly atmosphere. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations. Communication and language is developing well, children are articulate and ask questions and are inquisitive. They can manipulate tools such as scissors and use a tape measure to compare sizes and easily find their way around computers. Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. Children feel safe in the setting, because adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. Children feel safe because adults create an atmosphere and environment which enables them to play happily and co-operatively with each other and feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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