

# Fennies

1 St. Augustines Avenue, SOUTH CROYDON, Surrey, CR2 6BA

<b>Inspection date</b>	09/10/2012
Previous inspection date	13/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff get to know all children very well. As a result, children and staff form warm and trusting relationships. This enables children to feel secure, grow in confidence and feel enthusiastic to play and learn.
- All staff have a consistent understanding of how children learn. This means that they arrange exciting learning experiences to support children's progress. Consequently, children are thoroughly prepared for starting school.
- Staff are skilled at supporting all children's language development, including children who are learning English as an additional language. This means that all children become confident communicators and children with delayed communication skills catch up quickly.
- The nursery has a dedicated approach to working in partnership with parents. This means that communication and relationships between staff and families are extremely positive.
- The management team monitors the provision thoroughly, drawing up accurate plans for the nursery's development and working hard to make improvements happen. This means the quality of the provision is maintained to a high standard.

### It is not yet outstanding because

- Staff do not take all opportunities throughout the daily routines to extend children's physical development by helping them to learn about the importance of keeping

healthy and safe.

- Staff are not currently able to make the most of the outdoor area. This means that the routine is not always flexible enough to benefit those who learn better outside.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- The inspector observed activities in the outside area, in the baby room, toddler rooms and pre-school rooms.
- The inspector completed a joint observation with the manager of the provision.
- The inspector held meetings with the manager of the provision and the area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

### **Inspector**

Linda du Preez

### **Full Report**

#### **Information about 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 re-registered in 2008. It

operates from a converted house within a residential street in the London Borough of Croydon. Nursery rooms are based over two levels with stairs for access to the first floor. The nursery has a large baby room with areas for quiet rest and areas for play, two toddler rooms and a large pre-school room. There are appropriate toilet and changing facilities throughout the nursery. Children also access a large outdoor play area. The nursery currently has 73 children on roll aged from 10 months to four years. The nursery is open from 7.45am to 6pm from Monday to Friday all year round. The nursery supports children who are learning English as a second language. The nursery receives funding for the provision of free early education for children age two, three and four years. The nursery employs 15 staff who work with the children. Of these, nine have relevant childcare qualifications. The nursery receives support from the local authority through an Early Years Advisor.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- further develop the educational programme for physical development by teaching all children about ways to keep healthy and safe throughout the daily routines
- create more regular opportunities for children to move freely between indoors and outdoors.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's records show that staff have good systems in place to find out about children's interests and developmental starting points when they start at the nursery. Staff monitor children's on-going progress exceptionally well through observations and assessments and have clear knowledge of all children's progress. This means that they understand children's needs and are able to plan meaningful, fun and engaging activities.

All children receive strong support as they move on to different rooms and age groups. Staff work in partnership with parents to arrange the best settling in plan and, as a result, children soon feel settled and secure. Staff also offer a great deal of support when children move on to school. They plan stories and discussions and arrange visits with local primary school teachers. This enables children to feel positive and confident about the next stage in their education.

Staff support language development throughout all age groups. They use repeated language to help babies learn new sounds and words and show a sincere interest in what

toddlers and older children have to say. Staff further motivate children's thinking by asking many open-ended questions. They value children's ideas, which motivates them to share their thoughts, such as why the sky looks blue today and how the clouds move around in the sky. Furthermore, staff stress the importance of encouraging children learning English as an additional language to use their first language. This supports children to develop confidence in learning to speak English. As a result, they confidently use both English and their home language in their play and to communicate with others.

Children in all age groups enjoy reading books and learning about stories. For example, during story-time some toddlers enjoy a cuddle, some listen intently, focusing on the words and pictures, whilst others listen from a distance playing with toys. This shows how staff enable all children to participate in their own unique way. All children are encouraged to develop skills that enable them to learn to write. Babies enjoy sensory experiences such as squeezing mixtures between their fingers and toes. Toddlers learn to make marks by playing and exploring with paints and creative activities. Older children create recognisable pictures and symbols and some write their names clearly. Staff encourage them through praise and display their creations around the nursery to place value on what they have made.

Children enjoy learning about the natural world. They learn about caring for the pets such as the bearded dragon and fish in the playrooms. Children enjoy catching leaves and looking at insects in the outside area. However, the routine does not currently enable children to move freely between indoors and outdoors, which sometimes results in missed opportunities to captivate children's interest.

Staff plan for a wide range of mathematical activities such as puzzles, problem solving games and counting songs. They encourage children to use mathematical thinking throughout their play. For example, they make children aware of the shapes of everyday objects in the nursery. As a result, children enjoy learning about shapes in the environment and practise making shapes with malleable materials as they play.

The toys and resources available throughout the nursery provide children in all age groups with opportunities to explore and investigate as they play. This means that children make consistent progress and are supported to develop the necessary skills to prepare them for starting school.

### **The contribution of the early years provision to the well-being of children**

The nursery is very well organised and has a very calm and welcoming atmosphere. When children start at the nursery staff make note of whom they become attached to and allocate key persons accordingly. The effective key person system enables all children to feel secure and develop trusting relationships. Staff monitor children's health and development and maintain good records and documentation to support children's well-being. They are very attentive to babies needs and support them with lots of physical reassurance, cuddles and gentle communication. They give babies lots of space to explore and encourage their emerging physical skills as they learn to crawl and walk around the soft cosy and well-resourced baby-room. Babies laugh and gurgle with delight as they communicate their needs through gesture and sounds and staff are always attentive and

caring.

Toddlers are very enthusiastic as they play and explore the many exciting activities on offer. Staff are particularly focussed on helping toddlers to become independent and supporting them with the skills to do so. For example, they teach them how to dress and put on their coats independently, pour their own drinks and feed themselves during mealtimes. As a result, toddlers become very confident and are able to self-select resources and make their own decisions about what to play with.

Staff plan fun activities and events to help children to learn about healthy life styles, such as cooking activities, where the importance of healthy eating is discussed. Children also take part in music and movement sessions and sport to support their physical development. However, staff do not make the most of opportunities to discuss the importance of health, hygiene or safety during regular daily activities such as meal times or when children are washing their hands. This does not reinforce the importance of why the children need to carry out these routines and the effect on their health and well-being. Staff have an exceptionally caring approach to how they relate to children. They use gentle and positive strategies to gain their attention and calm the rooms down when children become a little noisy or boisterous. Their encouraging attitude has a hugely positive affect on the children, who are very well behaved. Staff are very positive role models, who teach children to be kind and caring. As a result, children share toys positively and are very aware of peoples feeling and needs. For example, they greet each other, welcome others to join in with play and share resources in a very kind and considerate manner. This creates a very positive ambience throughout the nursery.

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

The nursery manager runs the nursery efficiently and benefits from positive support from the company's area manager. Together, they implement good systems for monitoring and supporting each staff member's training and professional development. This means that staff feel supported and motivated to develop their professional practice.

Management and the staff team work closely together to reflect on the quality of the provision and parents play an active role through a parent committee and by completing questionnaires. The nursery has carefully considered and addressed all recommendations and actions from previous inspections. Furthermore, they have worked very hard to improve the system for monitoring children's progress and ensuring all staff know how to promote effective learning. Consequently, staff have an excellent understanding of how children learn and plan a challenging range of activities to support their learning further. This demonstrates how the setting assesses their strengths and makes plans for improvement that bring about improved outcomes for children.

Managers monitor the effectiveness of curriculum and educational programmes by checking the levels of planning and assessment in each room. This helps to ensure that staff have a clear understanding of all children's skills, abilities and progress. Managers also help staff to support individual children with identified needs, such as those learning to speak English as an additional language. This means that they are able to offer tailored support to enable children to progress and catch up.

Management are fully aware of their responsibility in meeting welfare and safeguarding

requirements. They implement good induction procedures so that all staff know and understand clear policies and procedures and implement these consistently. The nursery has clear procedures for protecting children, and staff have a good understanding of procedures for responding if there was a concern about a child.

The nursery runs a parent representative committee, who have regular meetings and feedback on different aspects of the nursery. The committee members proof read newsletters and new policies to give parent perspective and other parents are able to feedback any comments or suggestions should they wish to remain anonymous. This demonstrates how the nursery is highly committed to embedding partnership with parents throughout the nursery. Parent's comments include 'I cannot fault this nursery, the staff are all lovely, very caring, always asking how we are and supporting us, they always listen to what we have to say'.

The nursery has developed good partnerships with other professionals and agencies. Staff know how to seek support for children when needed and implement recommended strategies into planning. The manager invites the local primary schools to the nursery to ease transition to a school environment. This process effectively helps to support partnership working and continuity for children and their families.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY376200
<b>Local authority</b>	Croydon
<b>Inspection number</b>	815693
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Fennies Day Nurseries Ltd
<b>Date of previous inspection</b>	13/01/2009
<b>Telephone number</b>	020 868 65474

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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