

# Fennies @ Kingshall

62 Kings Hall Road, BECKENHAM, Kent, BR3 1LS

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 16/10/2012 |
| Previous inspection date | 28/09/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- The nursery has ineffective risk assessments and staff lack understanding of the importance of minimising risks within the nursery environment. This has resulted in several concerns regarding the safety of children.
- The nursery has insufficient arrangements for emergency evacuation procedures. This jeopardises the safety of children, staff and others on the premises
- Children are not always suitably supervised, which results in their needs not being met and compromises their well-being. This has a significant impact on babies and children's emotional development and sense of security.
- Some staff have a poor understanding of the importance of meeting the emotional needs of children in all age groups. This means that staff do not offer appropriate levels of support and care when children are unhappy and results in some children becoming disengaged and withdrawn.
- Some staff lack understanding of the prime and specific areas of development. This means that they do not consistently plan engaging learning experiences to support all children's progress towards the early learning goals.
- Arrangements for evaluating the nursery are not a true reflection of the current practice. This means that the provider has not identified key weaknesses in practice and has resulted in several breaches of legal requirements.
- Pre-school and toddler age children currently share the same room, which results in overcrowding and means that children do not have access to a quiet area in which to relax.

### It has the following strengths

- Children behave well and most play positively together. Some children have active imaginations and enjoy role-play activities. This supports their creative development.
- The nursery shares relevant information with schools for when children move on to primary school. They plan activities and events to teach children about starting school. This eases transition to school and helps children to feel prepared.

### 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 rooms and the pre-school room.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held meetings with the manager of the nursery and the CEO of the company
- The inspector looked at children's assessment records and planning documentation.
- The inspector heard the views of several parents spoken to during the inspection.

### Inspector

Linda du Preez

## Full Report

### Information about the setting

Fennies @ Kingshall is one of a chain of five nurseries run by Fennies Day Nurseries Ltd, which registered with Ofsted 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 undergoing refurbishment and is currently using three rooms on the first floor for babies and one room on the ground floor for older children. There are 55 children on roll between the ages of three months and five years. The nursery employs 18 members of staff, 14 staff hold appropriate early years qualifications. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year, excluding bank holidays. It is close to local amenities and transport links. The nursery receives funding for the provision of free early education for children age three and four years. The nursery receives support and advice from the local authority.

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

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- implement an effective, clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly in order to a) minimise the risk of injury to all people on the stairwells; b) minimise the risk of the front door being left open; c) ensure that hazardous chemicals such as cleaning products are not stored at child level.
- improve the arrangements for the supervision of all staff to provide support, coaching and training in order to a) develop all staffs' understanding of effective learning; b) develop all staffs' understanding of the areas of development most relevant for the children they are caring for; c) develop all staffs' understanding of on-going assessment to plan for next stages in children's' learning.

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are adequately supervised and deploy staff to ensure children's needs are met by a) ensuring that there is at least one member of staff for every three children, under the age of one at all times and b) ensuring that there is at least one member of staff for every four children aged two at all times.

- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency by a) minimising the risk of people of people being trapped in rooms in the event of an emergency evacuation; b) ensuring doors leading to dangerous areas are not incorrectly marked as fire exits.
- organise premises and equipment in a way that meets the needs of all children by a) providing space for children in the pre-school room to relax or play quietly; b) helping children concentrate by limiting noise, and making spaces calm and orderly.
- develop the educational programme for personal, social and emotional development by a) modeling ways of noticing how others are feeling and comforting them; b) planning activities to reflect family and other special people; c) involving all children in welcoming and caring for one another.

### Inspection judgements

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

Each child has a key person who has discussions with parents about children's interests and developmental starting points when they start at the nursery. However, the observations and assessments carried out following this are inconsistent. For example, written observations on some children are limited and children's progress records are not always completed or updated to appropriately reflect all areas of development. This means that children's progress towards the early learning goals is not clear and staff do not plan suitably challenging experiences for all children. Therefore, children are not making sufficient progress in their learning and development.

The nursery is currently undergoing refurbishments, so toddlers and pre-school aged children share a room. The room becomes over crowded and lacks adequate space. This impacts on the noise levels and means that the room does not have a calm atmosphere in which children feel relaxed and supported to concentrate. Therefore, activities to support children's development are not always successful as they are not able to develop suitable levels of concentration.

Some children are confident, their spoken language is developing and they show active imaginations. For example, they greet visitors and pretend to make them cups of tea and food in the role play area. However, shy and less confident children are often withdrawn and do not gain adequate support from staff. This means that staff are not meeting their individual needs and do not help them to catch up in their personal, social and emotional development. Some younger children show distress as other children invade their personal space. Staff do not respond to this as they are too busy dealing with practical tasks such as filling in forms and preparing breakfasts. This means children turn to visitors for comfort and this does not encourage them to form healthy emotional attachments with staff. Staff take babies and young toddlers to play in the outside area for fresh air and exercise. Some babies play in the sensory tray and some climb up and over the climbing frame. However, some children are quiet and one child stands alone crying. Staff ask him

what is wrong, but does not give him time to communicate his feelings and needs, before walking away from him, nor do they offer physical comfort. This is a poor approach to supporting young children and results in them continuing to stand alone instead of playing and exploring.

Staff plan a gradual settling in period for children as they progress from one room to another. They also liaise with class teachers in the local primary school when children move on to school. Staff adapt the role play area and read stories about starting school. This helps children to understand that they will soon experience changes in their circumstances.

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

The nursery has a key person system in place and staff explain that their role as a key person is to help children to settle and form strong attachments to them. However, during the early morning routine there are not enough staff to meet the needs of children throughout all age groups. Babies and children seek support and some are emotionally distressed and need cuddles and reassurance from staff. However, due to not having the correct adult to child ratio, staff are not able to offer the required level of support. This lack of support means that some babies and children continue to appear unsettled in the nursery.

The rear of the nursery is undergoing refurbishments and management have put up fencing at the front of the building so that children can play outside. This provides children with opportunities to access fresh air and exercise on a daily basis. However, there is currently no capacity for a free flow of play from indoors to outside. This means that children do not have the freedom to explore and engage in flexible outdoor play spontaneously.

Most of the meals that are on offer take into account young children's nutritional needs and are enjoyed by the children. Staff encourage babies and children to feed themselves to develop their independence during meal times. However, because child to staff ratios are not met in the morning, breakfast in the baby room and in the pre-school room is poorly managed. This leads to some children becoming upset and being ignored by staff.

Children are well behaved and play well with each other and share resources. However, the over crowding in the pre-school room leads to the room often becoming noisy and chaotic. Consequently children do not have space or opportunity to enjoy quiet relaxing time when they need it.

The nursery environment is not safe, as risk assessments have not accurately identified hazards in the nursery. For example, staff have failed to identify potential hazards such as cleaning products stored in empty drinking bottles, which are located at child level and do not have safety lids on. This is despite this having been identified as a concern at a previous inspection. Some of the procedures in the nursery routine are also inadequate. For example, staff routinely walk down the stairs carrying two young babies at a time, one

in each arm. This means that staff have no way of protecting the babies, or themselves should they stumble. Therefore, children are at risk of suffering significant injury. Procedures for emergency evacuations are unsatisfactory, for example a door leading to the unsafe building site is incorrectly marked as a fire exit and toilet doors for adults, jam closed, which means that it would not be possible to leave the room in an emergency. These are serious breaches of welfare requirements and place babies, children, staff and visitors in danger.

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

The registered provider is not fulfilling their legal responsibility in meeting the welfare and safeguarding, and learning and development requirements. The nursery owners have plans to improve the provision and have invested in building new facilities. However, they have not managed the provision adequately during the preparation. Consequently, most of the actions and recommendations raised at previous inspections have not been suitably addressed. For example, children's emotional needs are still not appropriately supported, and cleaning materials are still accessible to children. This demonstrates that the nursery does not show an adequate capacity for improvement and requires intervention. Furthermore it means that the quality of the provision for children currently attending the setting is inadequate.

The nursery manager monitors the continuous professional development of staff. However, staff lack consistent understanding of how to assess children's progress correctly and therefore they do not accurately plan for their learning. This means that the systems in place for monitoring staffs continuous professional development are ineffective.

Staff are not appropriately deployed and adult-to-child ratios are not met. Even though arrangements are in place to cover staff absence the nursery manager does not always make arrangements to cover staff when they are away on holiday or ill. This means that the nursery is poorly managed. As a result children do not receive the necessary emotional support to make them feel safe and secure in the nursery.

Management describe adequate arrangements to work alongside other professionals, which means that the nursery is able to seek additional support for children when needed. In addition, the manager invites the local primary schools to the nursery to ease transition to a school environment. This process supports partnership working and continuity for children and their families.

Staff talk to parents when children start at the nursery to find out about children's individual routines, likes and dislikes. Some parents speak positively about the service; they share their views that staff are 'warm and friendly'. However, other parents say that they do not feel listened to and have concerns about what their children are learning and the general standards across the nursery. This means that the nursery does not work consistently in partnership with parents, which leads to inconsistency in children's care and

learning.

## 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> | EY376223 |
| <b>Local authority</b>         | Bromley  |

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Inspection number</b>           | 815694                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 0 - 4                     |
| <b>Total number of places</b>      | 36                        |
| <b>Number of children on roll</b>  | 55                        |
| <b>Name of provider</b>            | Fennies Day Nurseries Ltd |
| <b>Date of previous inspection</b> | 28/09/2009                |
| <b>Telephone number</b>            | 020 8778 4396             |

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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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