

# Fennies @ Beech House

Beech House School, 15 Church Way, SOUTH CROYDON, Surrey, CR2 0JT

<b>Inspection date</b>	22/05/2013
Previous inspection date	02/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff allow children time to enjoy their experiences and encourage them to explore themes fully. Therefore children are able to learn at their own pace.
- Staff use the outdoor area well to help provide children with a variety of experiences that children can explore at their leisure, giving them the chance to be independent in their learning.
- The leadership of the nursery is exceptional. The manager is motivating and inspiring; she encourages staff to think for themselves and to develop their ideas to provide a high quality care and education.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector sampled relevant documents, including children's records and some policies.
- The inspector gathered the views of parents and carers during the inspection.
- The inspector undertook a joint observation of an adult-led activity with the manager
- The inspector held discussions with the manager, staff and children.
- The inspector observed children's activities indoors and outside, and the staff interaction with them.

## Inspector

Lisa-Marie Jones

## Full Report

### Information about the setting

Fennies @ Beech House first registered in 1998 and re-registered in 2008 as a limited company. It is part of an expanding group of nurseries owned by Fennies Day Nurseries Ltd. It operates from a converted house in a residential area of Sanderstead within the London Borough of Croydon. Children have access to age related rooms and a secure outdoor space. The nursery offers places for children from 4 months to under five years. The nursery is open each week day from 7.45am and 6pm. The nursery is funded to provide free early education to children aged three and four years. The nursery supports children who have learning difficulties and/or disabilities and children who are learning English as an additional language. There are currently 64 aged 4 months to under five years. There are 15 members of staff who work with the children. Of these, 13 have relevant early years qualifications and two are working towards qualifications.

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

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

- build on children's curiosity and knowledge of the local community, and strengthen relationships with community members.

### Inspection judgements

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

Staff understand children extremely well and know precisely what is needed to challenge, extend and support their needs. There is a highly effective key person system and robust procedures for tracking children's progress. Staff ensure that children's interests and next stages of development are given priority when planning activities, and they evaluate thoroughly to ensure progress is consistent. Observations are linked to the areas of learning and children's individual learning priorities and starting points are clearly identified.

Staff provide an exciting outdoor environment which can freely access. Children tend to spend most of their day outside and use their imaginations well by making up games, for example, placing adults in the dungeon, in the back of the wobbly bus and then set up make believe weddings. Children comment that they love their garden and only wish that the huge covered sand pit could be filled up with jelly so they could play and eat it at the same time.

There is a cosy reading area where children share books with each other and act out

stories with their story bags and puppets. Children take part in sessions called musical painting where they listen to music and respond by using brush strokes and colours to suit their moods. Staff encourage children well to talk about different topics and reward them by providing stickers for the children which say 'ask me about'. This promotes children's self confidence and helps them value what their learning. Children are articulate and keen to share their expertise on their new learned experience, whether it is a home experience or one they have learnt from nursery. Children are bright, bubbly and confident and are fully independent in their play and chose where they want to play, with what and who with. They are secure in their relationships with both the staff and other children. Children learn about others who keep them safe such as the police. However opportunities to explore the wider community and learn about their local area are not extensive.

Children throughout the nursery show they are extremely happy and settled. New children settle very quickly due to robust settling-in procedures. Parents comment that they like the home visits as it gives them a chance to speak to staff away from the nursery and get to know their child's key person a little better. This ensures that the parents feel confident in leaving their children and are assured that settling time is individual to their child's needs.

Staff are skilled in extending children's learning. They will take the lead from children's actions and introduce them to different resources to help them practice new skills to help reinforce their learning. Staff readily acknowledge and praise children's achievements, so boosting children's confidence in gaining new skills. Children scream with delight when a member of staff creeps up the stairs into the book area and pretends to be a giant. Staff constantly talk to each other, and reaffirm children's achievements to their key person. Children learning English as an additional language experience their home languages through the aid of dual language books, signs and symbols, showing that staff value their family backgrounds. With the aid of the very strong programme for communication and language all children flourish in this area and make excellent progress.

Staff are aware where children are going to need additional help and adapt all activities to support each child's individual learning. This exceptional support encourages the children to try for themselves, make mistakes and learn by exploring and experimenting. In preparation to attend school staff ensure that children are confident in self care and are as independent as possible in taking part in activities and their concentration is growing. Children are aware and familiar with routines that mirror what they will take part in school. All children progress at least well, gaining valuable skills for their eventual move to school.

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

Children are very secure in their friendships with each other, play well alongside each other and are particularly close with the staff. This is shown when, during play, babies and toddlers go back to their key person for reassurance and to share an experience with them. They benefit enormously from having a key person who oversees their learning and development, knows them very well and shares vital information about progress with

parents on a regular basis. This sequence of events makes sure that parents know how well the children are progressing and how they may support them at home to further their development.

Children are very familiar and extremely comfortable in their surroundings, knowing just where they can find toys and equipment. Even the youngest of children can crawl over to the baskets and help themselves to toys, showing great independence as learners. Children's behaviour is extremely good throughout the nursery, and staff are very careful at reminding children how to take care and be kind to friends. Children further learn to take care of things when tending the garden and looking after the rabbit. They readily take part in messy activities and look for reassurance from staff, who are skilled in modelling play, to encourage children to take part.

The nursery gives excellent regard to health and safety and to encouraging children's understanding of healthy lifestyles. Staff encourage children to eat well as they sit and chat with them at meal times which form an excellent social occasion. Staff provide accurate information to parents regarding their children's two-year-old progress checks. They work securely alongside parents and relevant professionals to ensure that all children will be able to make the move to school for their future learning seamlessly.

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

The provider has an excellent understanding of the legal responsibilities in promoting the learning and development and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are high quality systems in place to help safeguard children, protect their welfare and appoint suitable staff. Staff regularly attend safeguarding training and have a thorough knowledge of how to liaise with other agencies as required. Staff show consistent high regard to promoting children's safety while at the nursery. They conduct thorough risk assessments and ensure appropriate safety equipment is in place. They teach children to be aware of how to keep themselves safe.

The manager motivates and inspires the staff team to ensure high standards are met. There are robust risk assessments in place and all medication procedures are secure. Training and coaching for staff is now a priority for the nursery and results in highly knowledgeable and dedicated staff who are able to deliver exceptionally high quality care and education to all children. Self-evaluation regarding the quality of the service takes place to pin point priorities for further development. Management review questions in parent questionnaires, to gather more response. The manager works very closely to develop new ideas making it as collaborative a process as possible between staff, children and parents. She monitors the rooms constantly and sets action plans for each room to achieve goals to support children's learning. A newly appointed childcare director has assisted in pushing the boundaries further to deliver a more complex curriculum to challenge children's learning and thinking.

Staff make time to have conversations with parents both at the start and at the end of

sessions. They provide comprehensive newsletters and display information for parents about the activities and changes within the nursery. Parents are invited to regular parent evenings and to look through children's records of progress and discuss findings with the children's key person. Staff offer immediate attention to parent's views, and issues are dealt with promptly. Parents spoken to during the inspection stated that their children are extremely happy, and have made considerable progress since attending the nursery. They feel they are fully included in their children's learning and development. All children receive excellent attention and are well placed for their future learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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 action. 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>	EY376229
<b>Local authority</b>	Croydon
<b>Inspection number</b>	914907
<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>	64
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Fennies Day Nurseries Ltd
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	0208 651 0446

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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, which are usually the childminder's 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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