

Fennies

92 Addiscombe Road, CROYDON, CR0 5PP

Inspection date	17/04/2013
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a good awareness of how children learn. Planning is based on children's individual interests and what they need to learn next, so children make good progress.
- Children develop trusting relationships with staff, so they feel emotionally secure and happy to explore the play environments.
- Staff help children gain an excellent awareness of personal hygiene.

It is not yet outstanding because

- There is scope to increase the variety of resources in the role-play areas and to improve the presentation of the book areas to inspire children to access these spaces more.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at all required documentation and sampled policies, procedures and children's progress records.
- The inspector held discussions with manager about the provision and the self-evaluation processes
- The inspector took account of the views of parents via discussions, questionnaires and references.
- The inspector observed and spoke to children as they played indoors and outside. Joint observations took place in the pre-school room.
- The inspector observed staff in all rooms interacting with children and held discussions with them.

Inspector

Sarer Tarling

Full Report

Information about the setting

Fennies is one of five nurseries owned by Fennies Day Nurseries Ltd. It is situated on a busy main road in Addiscombe, in the London borough of Croydon. It operates from a large detached converted house with an enclosed area to the rear of the property for outside play and ample parking to the front of the nursery. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. Currently there are 181 children on roll and all are in the early years age range. The nursery currently supports children who learn English as an additional language and children who have special education needs and/or physical difficulties. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The nursery employs 25 staff, of whom 16 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the learning environment by creating welcoming and attractive book areas which encourage children to explore books independently
- introduce variety and provide inspiring resources in role-play areas which encourage children to explore all areas of the curriculum through imaginative play.

Inspection judgements

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

Children's progress and development is observed and monitored very well. Detailed information is gathered from parents when children start attending, which provides staff with a baseline for babies' and children's learning. Staff make useful observations and assessments, which enable them to identify children's individual learning needs and interests. This information is used to influence planning and to provide parents with ideas of things to do with their children at home. Staff exchange information about children's achievements and learning needs with parents on an ongoing basis; for example, informally on a daily basis, more formally during meetings and through written summaries of children's progress. Staff give high priority to encouraging parents to play an active part in their children's learning. This approach enables parents and staff to work consistently together to help children make good progress in all areas of their learning.

Staff have a good understanding of how young children learn and develop. They enable children to direct their own play according to their interests and also extend their learning through individual focus and group activities. This freedom enables children to learn independently and from each other. Staff provide sufficient challenge for the older and/or more able children, as well as adapting activities to suit those who require additional support. Staff spend the majority of their time interacting and playing with the children to help extend their learning. They ask questions well and provide children with explanations in language that is easily understood. Staff talk to and sing with the babies and toddlers in their activities. Older children learn to listen to others while taking turns to share their news from home. Children learning English as an additional language are supported through the use of visual time tables and key words in their home languages given to staff by parents. Staff use labelling as a tool to help children understand that print carries meaning. Easy access to drawing and writing materials enable babies to make marks and older children to practise their early writing skills, so all gain useful skills for the next stages in learning.

Activities, such as treasure baskets, provide young children with many opportunities to explore and investigate a variety of everyday objects and materials. This exploration very effectively supports them in making sense of their world as they learn through their senses. Staff engage well with children. They encourage them to express their feelings, so children smile and squeal with delight, as they squeeze shaving foam through their fingers. However, there are fewer opportunities and resources for children to participate in a wide range of make-believe play situations. Children listen to stories as a group. Young children sit mesmerised as staff use puppets while older children are encouraged to predict what might happen next and to join in with familiar refrains. These strategies enable children to develop good listening skills and to anticipate key events. Books are readily available for children to access independently in all rooms. However, the uninspiring organisation of the book area in most rooms does not help to encourage children's love of independent reading.

Children enjoy playing with water and sand. Staff introduce appropriate language that relates to different mathematical ideas, such as 'full and empty' and they encourage children to think about number and quantity. Children concentrate while they build with construction toys, measure how tall they are or learn to count during an impromptu game of hopscotch outdoors. Through a wide range of craft activities children develop their use of different tools extremely well, as they cut, roll, slice and paint. Children relish spending time outdoors and remain busily occupied. Children move around on ride on toys with good levels of coordination and control. Staff provide support and encouragement as children climb and balance. Children are keen to be involved and are motivated to learn; consequently, they are well prepared for when they move on to school.

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

Staff treat children with warmth and affection, which leads to the development of trusting relationships. For instance, the younger children snuggle into staff when they are feeling tired or just need a little reassurance. Older children readily approach staff with their ideas

and questions or when they have a problem to share. The nursery staff implement effective measures to support children's introduction to nursery life and to ease their move from room to room. Parents are fully involved in this process too. Children have frequent visits to the room they will be moving to and staff share valuable information about their individual needs and progress with the new key person.

Staff are positive role models for children and this contributes to the development of their independent skills and good manners. Children learn to behave well because staff ensure they have secure daily routines and know what is expected of them. Staff offer lots of meaningful praise and recognition for children's efforts and achievements. Throughout the nursery, children are supported in their social skills so they learn how to play together, share toys and take turns. Children instigate their own play and learning. They make their own choices from the toys and resources because these are stored at child height. Informative displays, photographs and children's artwork make the nursery welcoming to children and their families.

Children are provided with healthy balanced meals. Individual dietary requirements are catered for and staff are vigilant in monitoring what children eat. Food is cooked on site and meal times are very sociable occasions where children sit together in small groups. Babies learn to feed themselves. Older children show high levels of independence as they competently pour drinks and serve their food. Children demonstrate an excellent awareness of the importance of personal hygiene as they follow robust hygiene procedures with regard to hand washing before eating and after using the toilet. Children's appreciation of the benefits of leading a healthy lifestyle is promoted through activities such as planting and growing in the digging area, and taking part in organised sports and dance workshops.

Staff are appropriately deployed to ensure children are well supported. They are now supervised well at all times. For example, staff are on hand to remind children to be careful as they walk down the stairs. The emergency evacuation plan is fully understood by staff and regularly practised with the children. This practice ensures all are familiar with the procedure and raises children's awareness and understanding of how to stay safe. Children who are sleeping are closely monitored.

Staff forge links with local schools and provide children with activities which help prepare them for the move onto school. Staff ensure children can open their packed lunch containers and are able to dress and undress themselves for PE.

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

This inspection has found that children are safeguarded. The recruitment and vetting of staff is robust, which means that decisions made about their suitability to work with children are well informed. The staff team are friendly and very approachable. Clear induction procedures now ensure all permanent staff, apprentices and bank staff are made aware of their roles and responsibilities. Good attention is paid to monitoring staff's

performance and encouraging them to develop professionally. For example, the manager undertakes regular observations of practice within each room, to judge the quality of teaching. Regular supervision and appraisals are held, along with individual room and whole-team staff meetings where practice issues are discussed and informal training sessions held. Premises are kept secure and regular safety checks are undertaken to ensure any hazards are now managed effectively. The monitoring of visitors is effective and children are only released into the care of an adult their parent has authorised. This means children are now well protected.

Required policies and procedures are shared with parents to help them understand the overall organisation of the nursery. This helps to ensure a consistent approach and means that everyone has a secure understanding of their role and responsibilities. Staff clearly know to whom to report any concerns they may have with regard to children's welfare. Senior staff, with designated responsibility for safeguarding, have attended appropriate training and are now secure in their responsibilities. The safeguarding policy is currently understood by staff; it includes a procedure to follow with regard to the restricted use of personal mobile phones and cameras in the nursery.

Staff and children are fully included in the self-evaluation process. There is a good commitment to monitoring the quality of the provision and to continually improving this. For example the educational programmes are regularly evaluated to ensure there are no gaps in children's learning. Areas for improvement have been identified and action plans drawn up. As a result, the nursery staff now plan to take children on outings, which will enable them to learn more about their local community in a practical way. Computers are being replaced so children use more up to date technology.

Informative display boards throughout the nursery, a parent prospectus and regular newsletters provide parents with information about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussions with staff. They are kept informed of children's routines and progress through regular feedback from staff. Parents express positive views about the nursery and the staff caring for their children. Good partnership working with a broad range of professionals helps to target, support and review the arrangements for children who require additional support to reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 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

Unique reference number	EY376233
Local authority	Croydon
Inspection number	908873
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	181
Name of provider	Fennies Day Nurseries Ltd
Date of previous inspection	04/03/2009
Telephone number	0208 6546011

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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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