

Fennies Under 5's

Christchurch Road, PURLEY, Surrey, CR8 2NL

Inspection date	22/04/2013
Previous inspection date	31/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children's individual learning is planned for consistently and successfully resulting in them making good progress.
- Parents as well as staff contribute to evaluating practice and the nursery is continuously evolving to improve outcomes for children.
- Parents and carers are actively involved in their children's learning journeys.
- Most children are independent and confident learners and are developing strong self-help skills.
- Safeguarding procedures are strong and robust resulting in children feeling safe and secure.

It is not yet outstanding because

- There is scope to improve children's continuous access to the garden to enhance its use as an effective learning environment.

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 observed activities in all rooms and in the outside areas.
- The inspector had discussions with staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector read the previous inspection report and the on-line self evaluation.

Inspector

Karen Scott

Full Report

Information about 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 Kent. Fennies in Purley operates from a converted church building and is located close to shops, schools and the main line railway station. The building comprises of a baby unit and pre-school unit on the ground floor and a toddler unit on the first floor. The nursery has three enclosed outdoor play areas. The nursery is open each weekday from 7.45am to 6pm. There is also provision for children to arrive earlier at 7am and leave at 7pm 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 is registered to care for 105 children in the Early Years age range. There are currently 134 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special needs and/or disabilities and children who speak English as an additional language.

There are 23 members of staff working with the children, 15 of whom hold appropriate qualifications to at least National Vocational Qualification level 2. Four members of staff are participating in further training. The setting offers funded early education for three and four year olds.

What the setting needs to do to improve further

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

- Enhance the educational programme by extending the opportunities for children, in particular those who learn best outdoors, to access the outdoors as a learning environment.

Inspection judgements

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

Children of all ages are independent and confident learners as they are supported by staff who have a good understanding of how they learn. Key persons plan for individual learning and continuously assess the progress that children are making. Consequently, children are flourishing as they make very good progress through the developmental stepping stones. Each child has a folder which is shared regularly with parents and carers and used together to help plan to extend children's learning. Key persons have strong relationships with parents and carers and work very closely with them when planning for

children's learning. The joined up approach is successfully promoting learning and involving parents and carers in their children's learning journeys.

Staff have good relationships with all children and encourage them to seek out their friends. Children play well, taking turns and sharing cooperatively. Toys and resources are easily accessible and children make choices about what they play with promoting independence. Children's artwork is on display throughout the nursery, helping children feel that what they have created is valued. Staff continually talk and listen to children which helps them develop good levels of comprehension. Children enjoy talking about things of importance to them, engage others in conversation, knowing that they will be listened to, and receive responses. They are able to follow complex instructions. The written word is displayed throughout the nursery and there are many opportunities for children to find their names such as on pegs and when self-registering. Books are easily accessible, both in and outdoors, and children enjoy sharing their favourite stories with others.

Children identify numbers with confidence, and enjoy creating with shapes. For example, pre-school children enjoy counting their friends playing outside and staff encourage them to add and subtract with great success. There are some opportunities for children to develop their physical skills outdoors with specific times for them to use the garden. Staff have not yet expanded the opportunities for the children to be able to fully initiate the use of the outdoors as a learning environment. The organisation of the staff is not sufficiently flexible to enable this to happen. This does not cater for children who learn better in the outdoors and limits their opportunities to extend their experiences. Key persons support babies to develop walking skills, giving much praise. They encourage young children to play with dough and hand them tools that they begin to explore and then use with competence. Children climb apparatus skilfully. They have free access to pencils and other tools to create, write and develop their early writing skills and to learn to use smaller more fiddly objects. Children enjoy caring for many pets. They talk about the animals, their names, what they eat, how they groom them and have a very good understanding of how to care for others. They are encouraged to explore the environment, using magnets for example, and discuss the weather and the differences that it brings. Children are very interested in computers and have easy access to them to support their interest in technology.

There are regular cookery sessions which children participate in and then proudly share their baking with the whole nursery. All children participate in imaginative play, using real and pretend resources to act out what they have seen adults doing. They use their imaginations to great effect and use objects to represent other things. For example, children place bells around their wrist and pretend that they are watches. Art and craft resources are easily accessible enabling children to create individual pictures. Children explore the sounds that musical instruments make, moving their bodies in time to the music.

Staff support children well to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning. The system for planning has recently been adapted to ensure that it fully supports staff as they plan for individual and group learning. Parents and carers can easily contribute to the planning to help

children make excellent development in all areas of learning.

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

Staff provide a good accessible range of toys and equipment in both the indoor and outdoor area. Children have helped to decorate the newest outdoor area and enjoy seeing their artwork on display. Children willingly tidy up, as they know where everything belongs and take pride in the environment.

Children form strong relationships with their key persons who know them well so are able to support them. Staff are quick to notice any changes in behaviour and support changes to routines compassionately. Most children feel very safe and secure at the nursery. Visitors are introduced so as not to alarm children resulting in them feeling confident and comfortable. Babies' individual routines are respected and the nursery works closely with parents and carers, regularly updating information to ensure that they continue to meet children's needs.

Children enjoy a healthy and nutritious diet. They sit together at lunch times and are extremely independent as they serve and feed themselves. Staff sit with children, encouraging them to try new foods which children do so willingly giving their opinions on what they like and do not like. They show a good understanding of what constitutes a healthy diet. Children understand the effect that physical exercise has on their bodies, asking for drinks of water as they become warm and finding an area to rest when they are tired. Children are given gentle reminders about playing safely and explanations to help their understanding.

Children are well prepared for the next steps in learning. The nursery takes positive action to ensure that the move from room to room is successful. Key persons share information to ensure that individual needs are met and learning continues. When children attend school the nursery shares children's development with the new settings in order for children's learning to continue. Staff from the new settings visit the children and help nursery staff prepare children for the next stage in their learning.

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

Staff complete risk assessments, which are thorough and robust and help ensure that children play in a safe and secure environment. Staff are secure in their knowledge of safeguarding and the procedures to follow should they have any concerns about a child in their care, having participated in training. There are clear procedures in place to assist staff in responding to the hygiene needs of most children. Staff are aware of adult: child ratios and ensure that children are always supported by the correct number of staff as they play, learn and rest. Staff are good role models and support children to progress in their learning. Policies and procedures are detailed, shared with all and give a clear picture of the setting.

Children benefit from attending a setting that is continuously evolving to improve outcomes for them. For example, since the last inspection, a new outside area has been added to ensure that children enjoy the benefits of daily fresh air. Everyone connected to the setting is involved in the evaluation process, management, practitioners, parents, children and visitors. Each room has developmental plans that help them to assess what they are offering and to make improvements. For example, pre-school room staff put plans in place to improve children's experiences at lunch time and this has resulted in children serving themselves and conversations developing to make lunch time a social occasion. Parents and carers' views and opinions are sought regularly, which helps the nursery to continue with their good relationship with them and to make positive changes which is supporting children well. Children's favourite activities are observed and remembered, helping to build on children's experiences.

The recruitment procedure is robust and staff have regular supervision sessions which helps identify their training needs and develop their practice. Planning for activities and assessment of children's progress are also monitored resulting in the setting being sure that children are participating in a broad and balanced curriculum which is helping them to make good progress.

When children have additional needs, the key person works very closely with other professionals to ensure that children are receiving the full support they require. Consequently, children are making very good progress. Procedures are in place to work closely with other early years settings that children attend so that children benefit from a joined up approach. Parents and carers feel supported by their child's key person whom they work very closely with to ensure that their children's individual needs are met. When children start, they share much information to ensure that routines are respected and that the key person knows their likes and dislikes, for example, to help in the settling process. Consequently, children settle well. Parents and carers report that they are very happy with the nursery. They are pleased that their children are developing very well and building good social skills.

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

Unique reference number	EY376225
Local authority	Croydon
Inspection number	914005
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	105
Number of children on roll	134
Name of provider	Fennies Day Nurseries Ltd
Date of previous inspection	31/05/2011
Telephone number	02087 638 039

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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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