

Fennies @ Blyth Road

Alexandra House, 5 Blyth Road, Bromley, BR1 3RS



Inspection date

2 July 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff provide a variable quality of teaching and this is not always sufficiently focussed to fully challenge all children. This means that staff sometimes provide inconsistent interactions with children and do not always support their learning well.
- Assessments of children's progress are not always precise. As a result, staff do not always adapt activities to meet each child's next stage in learning. Furthermore, the manager does not monitor assessments effectively.
- Staff do not always support children who speak English as an additional language well enough to help them develop their use and understanding of English. Children do not have sufficient activities and resources to enable them to use their home language in their play and learning. As a result, they have few opportunities to develop their communication and language skills effectively.
- During lunchtime routines, children sit and wait for extended periods of time as staff do not involve them effectively. As a result, they become restless.
- Children have few opportunities to see words, print and numbers in the environment to promote their early mathematical and literacy skills.
- The manager shows a commitment to improve the quality of the nursery and she has completed a detailed self-evaluation. However, she does not identify all areas of weakness successfully to target improvements.

It has the following strengths

- Children are happy and form close, positive relationships with staff. This successfully promotes their emotional well-being and confidence.
- Partnerships with parents and other settings are effective. Staff inform parents about their child's day and give ideas of how to support their learning at home.

What the setting needs to do to improve further

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

- improve the monitoring and quality of teaching provided by staff so that children receive good support during activities that help them make further progress
- develop staff's knowledge of observation and assessment to identify and plan for children's individual needs to help them make the best possible progress
- improve opportunities for children who are learning English as an additional language to develop their use and understanding of English, and to use their home language in their play and learning to further support their language development at home.

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

- widen children's early literacy and mathematical understanding to support their awareness of words, numbers and print
- review the organisation of lunchtime routines to ensure children are not sat waiting for extended periods of time
- strengthen processes for self-evaluation to identify and target improvements securely.

Inspection activities

- The inspector observed children taking part in activities and during mealtimes.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff and children, and gained the views of parents.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff do not all have the same level of teaching skills to ensure they support children successfully. They do not always provide meaningful interactions to stimulate children's interests. As a result, children are not always motivated and some quickly lose interest. Some staff make routine observations of children's learning. However, they do not always use this information to assess children's current stages of learning accurately. As a result, some activities lack challenge. Staff do not support all children who are learning to speak English as an additional language well enough. This means that staff do not effectively help children develop their use and understanding of English. In addition, children do not always have opportunities to use their home languages in their play. Older children sit and listen at group time, which helps them to develop some skills for starting school. Younger children take part in sensory activities suitable for their level of development. Children see few examples of words, numbers and print to help stimulate their curiosity about these.

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

Staff encourage children to be independent. For example, children pour drinks, serve their meals and feed themselves. However, staff have not fully considered involving children in the lunchtime routines, which means they become restless as they sit and wait for extended periods of time. Children benefit from flexible settling-in procedures and management implements an appropriate key-person approach. Children independently move around the environment, make choices about where they want to play and initiate their own learning. They benefit from daily fresh air and physical activity outdoors. This creates a positive attitude to adopting healthy lifestyles. Caring staff support children's good understanding of behaviour expectations.

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

The manager completes self-evaluation, although this does not enable her to highlight all areas of weakness to target improvements effectively. She has a suitable understanding of how to promote children's learning. However, she does not effectively monitor children's progress to help her to identify weaknesses in staff's assessments. For example, some children's assessment records are unclear. This does not help the manager to monitor individual and groups of children's progress to identify and close gaps in learning. Staff have a secure understanding of the safeguarding and welfare requirements. They effectively deploy themselves to supervise children and regularly review risks, which helps to keep children safe. Staff attend regular safeguarding training and show a secure understanding of how to raise concerns about a child's welfare. The manager carries out supervision meetings with staff, with a focus on improving practice and training.

Setting details

Unique reference number	EY478297
Local authority	Bromley
Inspection number	1018121
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	170
Name of provider	Fennies Day Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	0208 770 3222

Fennies at Blyth Road Nursery registered in 2014 in Bromley, Kent. The nursery is open Monday to Friday, from 7am until 7pm, all year round. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 staff, nine of whom hold recognised childcare qualifications. The manager is qualified to Early Years Professional Status. The nursery provides funded early education for two-, three- and four-year-old children.

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