

Fennies Blyth Road

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



Inspection date

31 August 2016

Previous inspection date

2 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Adults new into post, including new managers, do not receive the support they need to carry out their roles and responsibilities effectively.
- The keyperson system is not effective in supporting babies to settle in the nursery.
- The nursery fails to inform parents about important changes, including to staffing.
- Adults do not consistently follow appropriate hygiene practices when changing nappies and preparing bottles for babies. This causes a risk to children's health and does not prevent the spread of infection.
- Adults do not understand the needs of babies and do not provide them with stimulating activities. As a result, they do not make good progress.
- Children are not kept safe because leaders and managers fail to ensure that staff consistently follow and implement the nursery's policies and procedures. For example, the front door is not secure and some staff do not know what to do to keep children safe in an emergency or check why children are absent from nursery.

It has the following strengths

- Older children are confident and develop skills, such as pouring their own drinks and using mathematical language in their play. This helps to prepare them for the next stage in their learning.
- Older children engage in conversations with their friends at meal times. They share experiences from home, which helps them to find similarities and differences between themselves and others.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

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

	Due Date
<ul style="list-style-type: none"> ■ ensure staff are alert to any issue for concern in a child’s life, this includes following robust procedures to understand and follow up when children are absent from nursery 	30/09/2016
<ul style="list-style-type: none"> ■ provide staff and managers with an appropriate induction in order for them to be able to understand and carry out their roles and responsibilities effectively 	30/09/2016
<ul style="list-style-type: none"> ■ ensure that staff have the necessary knowledge and skills to provide babies with a warm, caring and stimulating environment 	30/09/2016
<ul style="list-style-type: none"> ■ ensure the key person system supports children, particularly babies, to build strong attachments and settle in the nursery 	30/09/2016
<ul style="list-style-type: none"> ■ ensure all staff understand the nursery's procedures for keeping children safe in the event of an emergency evacuation 	30/09/2016
<ul style="list-style-type: none"> ■ take all reasonable steps to ensure that children are not exposed to risks, with particular regard to the security of the entrance doors 	30/09/2016
<ul style="list-style-type: none"> ■ ensure that all staff follow safe hygiene practices when changing nappies and preparing bottles for babies 	30/09/2016
<ul style="list-style-type: none"> ■ provide information about changes to staff and key people in a timely way so that parents and children can build relationships with their key person. 	30/09/2016

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the planning and delivery of experiences for babies so that they are involved in purposeful play and learning at all times 	30/09/2016

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

- further promote positive behaviour by ensuring children do not spend long periods of time waiting for meals and activities

Inspection activities

- The inspection was carried out following concerns received by Ofsted about poor management, lack of communication with parents, supervision of children and behaviour management.
- The inspector observed activities and assessed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to children, staff, and managers at appropriate times during the day. She held a meeting with the provider, a manager from another nursery within the organisation who was supporting the running of the nursery at the time of inspection and the acting deputy manager.
- The inspector carried out a joint observation with the manager supporting the nursery.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, the provider's action plan, evidence of training and a range of other documentation including, policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of the leadership and management is inadequate

There are ineffective systems in place to monitor and support managers in their roles. Weak leadership has resulted in poor provision, particularly for the youngest children. Leaders and managers have failed to make necessary improvements to the nursery, despite evaluating its effectiveness. As a result, necessary actions identified at a previous visit have not been addressed. In particular, the quality of teaching and learning for babies remains poor and there is lack of induction for new staff. Children continue to be at risk from unidentified adults entering the premises because the front door is not always secure. New leaders and managers are beginning to implement action plans to improve the quality of teaching and embed policies and procedures for safeguarding, behaviour management and whistleblowing. However, it is too soon to see the impact. There are new systems in place for the supervision of staff and to check that children's assessments are completed regularly. However, leaders and managers have not identified the negative impact that some staff changes have had on the emotional development of babies. Safeguarding is not effective. Adults do not have a consistently clear understanding of the process to follow up on unexplained absences. There are many changes to staffing and managers do not always give staff the information they need to keep children safe. For example, new and temporary staff do not demonstrate an adequate knowledge of what to do in the event of a fire or other emergency. Parents feel there is a lack of communication, particularly about changes within the nursery. They express concern about the number of changes in staff. As a result, some parents do not know who their child's key worker is.

Quality of teaching, learning and assessment is inadequate

There are inconsistencies in the quality of teaching. Adults do not understand how to support babies in their learning or let babies know what is going to happen next. For example, when a baby is engaged in exploring in the role play area, an adult picks her up from behind without any explanation to put her socks on. Babies do not develop their communication skills as well as they could because adults miss opportunities to talk to them during care routines and adult-led activities. Adults use some language to extend older babies' learning and development. However, no time is given for them to think and respond. Closed questions limit the responses that older babies can make to one word answers and this does not encourage them to communicate their thoughts, feelings and ideas. Children enjoy regular access to the garden where they develop balancing skills and can use the trikes. Pre-school children use the outside area confidently and use their imaginations to pretend to be superheroes, using the cones as 'power arms'. Parents contribute to their children's learning by providing information about what they can do when they first join the nursery. However, this is not used well to plan learning experiences or to meet children's individual needs effectively, particularly for the babies.

Personal development, behaviour and welfare are inadequate

Staff have received clear messages about the nursery's procedures for managing behaviour and adults use positive language to deal with unwanted behaviour. However, there are times during the day when children sit for too long waiting for their meals or to

take part in activities. During these times children become disengaged and display unwanted behaviour such as, climbing on chairs. Older children engage in conversations with their friends at meal times. They talk about their families, their pets as well as their likes and dislikes. Adults support this by asking questions about children's interests. Hygiene practices are not followed consistently well. Some adults follow the nursery's hygiene practices for serving food and when supporting children to use the toilet independently. However, this is not consistent and adults working with babies do not support their good health and prevent the spread of infection. This is because leaders and managers have not monitored practice adequately, particularly with the youngest children. Some babies do not have secure attachments with the adults. They do not take comfort from the unfamiliar adults who care for them when they are unsettled, tired or hungry. This does not support their emotional well-being or promote a healthy environment for learning.

Outcomes for children are inadequate

Leaders and managers are not able to demonstrate how systems to track children's progress are used to support individual children and ensure that children make as much progress as possible. The resources and activities provided for babies do not provide stimulation and adults caring for babies do not understand how to meet their learning and development needs. As a result, babies do not make as much progress as they could from their starting points. Older children are confident and develop skills which help them to move onto the next stage in their learning. They pour water confidently from jugs to buckets and use mathematical language to describe when the bucket is 'nearly full'. Pre-school children take care of their own toileting and hand washing needs and serve their own food at meal times and this is helping them to be ready for school.

Setting details

Unique reference number	EY478297
Local authority	Bromley
Inspection number	1050529
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	94
Number of children on roll	73
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Date of previous inspection	2 July 2015
Telephone number	0208 770 3222

Fennies @ Blyth Road registered in 2014. It runs from a converted building in Bromley. The nursery opens on Mondays to Fridays between 7am and 7pm, all year round. There are 21 staff who work directly with the children, 18 of whom hold recognised childcare qualifications. The nursery provides funded early education for three-year-old children.

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.

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