

Fennies Blyth Road

Alexandra House, 5 Blyth Road, Bromley BR1 3RS



Inspection date	22 November 2018
Previous inspection date	28 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff have worked hard to make significant improvements so that all requirements are now met. They have addressed all actions raised in the recent welfare requirements notice, along with recommendations from the last inspection.
- Good systems are in place to help and support children as they move on to the next group room. This gradual transition process enables children to build new relationships with staff and other children so that they are well prepared to make this change.
- Older children are becoming independent learners. They follow their own interests by making choices of resources and activities during indoor and outside play. As a result, they become absorbed in purposeful and productive learning.
- Effective systems of assessment enable parents to actively contribute information about children's learning at home. This collaborative approach ensures staff and parents work together to support children's learning needs effectively.
- Children make choices of the foods they like to eat at mealtimes and enjoy a relaxed atmosphere where they are not rushed. This promotes healthy eating habits.
- Staff can do more to enhance opportunities for children to develop and use their home language in play and learning, for example through music, songs, rhymes and books.
- Younger children have less frequent opportunities to use resources aimed specifically at promoting their early walking skills.
- Staff implement the key person system effectively so that all children are supported well. However, managers recognise that a few staff have disproportionate responsibilities as key person for larger groups of children.

What the setting needs to do to improve further

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

- extend opportunities for children to develop and use their home language in play to further promote their communication and language skills
- provide more frequent opportunities for younger children to use a wide range of resources that help develop their walking skills
- review how well the role and responsibility for staff to act as key person to a group of children is evenly distributed amongst the staff team.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outside play.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records and sampled a range of documentation including policies and procedures and staff suitability checks.
- The inspector held discussions with the manager about concerns that have been raised to Ofsted since the last inspection.
- The inspector spoke to parents, children and staff and took account of their views.

Inspector

Jo Geoghegan

Inspection findings

Effectiveness of leadership and management is good

Managers and the staff team show a strong commitment to driving improvement. They have studiously reviewed policies and staff practice and ensured all staff have completed relevant training. As a result, staff implement safeguarding, risk assessment and health and safety procedures effectively. Robust systems are in place to monitor staffs on-going suitability. This includes regular supervision and coaching with managers and team leaders which promotes self-reflection and a consistent approach to their practice. The Key person system is now securely embedded and staff show high regard to supporting children's emotional needs. Managers actively review the progress of individual and groups of children. This enables them to track children's progress well and identify any gaps so that resources are targeted where they are needed most.

Quality of teaching, learning and assessment is good

Staff know the children well and successfully plan a broad range of learning experiences that meet their individual learning needs effectively. Babies are well supported by staff and enjoy exploring how things move. For example, as they play with cars, move locks and bolts, and play with puppets with staff. Older children show good levels of concentration and participate well in group times. They enthusiastically sing familiar songs and are eager to answer staffs questions while using the interactive board together. They count accurately and learn about letters and sounds. Children show good physical control as they use a variety of tools while carefully making gingerbread men out of dough. Staff extend children's learning well as they engage them in meaningful conversations that help them to think critically about what they are doing. Staff demonstrate how to make balls with the dough which children successfully copy and talk about similar shaped fruits. Staff work closely with parents and other professionals to ensure children who have additional needs quickly get the support they need.

Personal development, behaviour and welfare are good

Children are happy, settled and well behaved. Older children are supported well in developing their personal independence, for example, during meal times, using the bathroom and putting on their own coats. This helps them to be ready to move on to school. Younger children show strong bonds with staff as they seek comfort if they are upset. Children are supported well in learning about expectations of their behaviour, such as sharing toys and take turns during play. Older children learn about rules by playing fun games with staff. For example, they respond to the traffic light colours and stop, get ready or go, while running around outside and pretending to be cars, planes or animals.

Outcomes for children are good

Children make good progress in all areas of learning and development in relation to their starting points. Staffs regular and accurate observations of children's progress ensures planning of activities is tailored to meet the needs of all children. Older children are well prepared to move on to school. Parents are kept well informed about their children's learning and development. They comment that the nursery is brilliant and their children are happy and well cared for.

Setting details

Unique reference number	EY478297
Local authority	Bromley
Inspection number	10081215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	65
Number of children on roll	107
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Date of previous inspection	28 February 2017
Telephone number	07711 555969

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 is a team of 21 staff including a cook and 12 staff hold recognised childcare qualifications. The nursery provides funded early education for three-and-four year old children.

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