

Fennies @ Woodham House



Woodham House, Carlton Road, WOKING, Surrey GU21 4HE

Inspection date	10 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff in the pre-school do not successfully support children's understanding of what is and is not acceptable behaviour and how to keep themselves safe. This potentially puts themselves and other children at risk.
- The management team does not monitor and support all staff effectively, to raise the quality of practice and teaching to a consistently good level.
- Not all staff use information from assessments of children's abilities well enough, to help them plan and provide challenging and stimulating learning experiences for each child. This has an impact on the progress children make. The effectiveness of the learning environments for children is variable.
- Self-evaluation is not fully effective. The management team does not act on identified weaknesses and areas for improvement as quickly as possible, to consistently improve outcomes for children.

It has the following strengths

- Staff develop positive partnerships with parents. This helps to support continuity in their children's learning.
- Staff extend children's language skills, including by introducing simple, meaningful words for children to hear. They respond to babies' babbles and the initial sounds they make.
- Staff support children's good health and provide them with healthy food throughout the day.

What the setting needs to do to improve further

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

	Due date
ensure that staff in the pre-school room understand how to support children's behaviour effectively and how to build on children's awareness of safety appropriately at all times	08/05/2019
improve the systems for monitoring staff to provide further support and coaching, to help raise the quality of their teaching and practice to a consistently good level	08/05/2019
ensure that information from assessment is used consistently to plan and provide suitably challenging and enjoyable learning experiences for each child, to help them make good progress.	08/05/2019

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

- make more effective use of self-evaluation to address areas of weakness swiftly and with more accuracy, to improve outcomes for children.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the management team, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff are alert to possible signs that children may be at risk of harm. They know what to do if they have concerns about the welfare of a child or the behaviour of a colleague. The security of the building is robust. Effective electronic locking systems prevent children entering or leaving the building unless supervised by an adult. Staff apply appropriate first aid, such as when minor accidents occur. They share this information with parents, to ensure continuity in children's care and welfare. Staff benefit from opportunities to update their skills, including through training. However, the management team does not ensure that all staff have the support they need to fully incorporate their new skills into daily practice, and has not acted sufficiently to address the weaknesses in the pre-school room. This has an impact on children's overall learning experiences and behaviour. Although self-evaluation is not fully effective in supporting consistently good outcomes and experiences, the management team has made some positive changes to the nursery. For example, staff have introduced a wider range of activities for children to explore outdoors.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations of children's achievements, and the management monitors children's progress. However, not all staff make good enough use of their assessments to plan effectively for children's learning. This means activities do not always challenge or target children's next steps fully to help build on their development. At times, staff do not manage the pre-school environment well. For example, when there are limited activities available at the beginning of the day, children become overly boisterous and staff struggle to manage their behaviour. In contrast, when activities have a clearer learning intention, children show a higher level of involvement. For example, toddlers use tools to dig in the soil and eagerly plant their vegetables. They show an awareness of the natural world, for example what plants need in order to grow.

Personal development, behaviour and welfare require improvement

Children enjoy daily fresh air and exercise in the well-equipped garden. However, at times, staff working with pre-school children do not successfully support and build on children's understanding of self-control, cooperation and safety. For example, although staff remind children not to use certain play equipment without supervision, they continue to do so. This has an impact on staff interactions with quieter children, who therefore play on their own for longer periods on such occasions. This limits their learning opportunities. That said, all children enjoy their time in the nursery. They are imaginative and use natural resources in diverse ways, such as building cars and rolling large tyres across the garden.

Outcomes for children require improvement

Although children steadily acquire the basic skills needed for school, not all children are fully supported to achieve their full potential. This is due to the variable quality of their learning experiences, in particular in the pre-school. Despite this, toddlers are curious about the world. They show an interest in mark making and wash their cars with great enthusiasm. Older children count well and compare shapes and sizes confidently.

Setting details

Unique reference number	EY547466
Local authority	Surrey
Inspection number	10101919
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	123
Number of children on roll	79
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Date of previous inspection	Not applicable
Telephone number	07860 946518

Fennies @ Woodham House registered in 2017. It is one of nine nurseries owned by Fennies Day Nurseries Ltd. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 staff, including the chef. Of these, one holds a relevant qualification at level 6, one holds a qualification at level 4, six hold a qualification at level 3 and three hold a qualification at level 2.

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