

Inspection of Fennies @ Oxted

29-31 Amy Road, Oxted, Surrey RH8 0PX

Inspection date: 11 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Warm and trusting relationships are evident between adults and children. Children talk confidently to adults and engage them in their play. For instance, children engaged the inspector in play, inviting her to choose food from the takeaway menu.

Children with special educational needs and/or disabilities, (SEND), receive good support. Parents are signposted to the support of external professionals, such as speech therapists. This helps to support the progress of children with SEND.

Children demonstrate good levels of independence. For example, they choose toys and activities from the wide range of available resources. From a very early age, children learn to use cutlery to independently feed themselves. Children learn to use simple tools efficiently and independently. For instance, they show great concentration as they carefully use scissors to cut leaves for their 'herb gardens'.

The manager meets regularly with her staff to discuss their practice, safeguarding knowledge and training needs. Staff have access to a wide range of training. This helps to further build on their skills and knowledge to support children's progress.

What does the early years setting do well and what does it need to do better?

- Overall, staff identify starting points, plan appropriate activities and assess and monitor progress to plan further activities to develop learning. Leaders have high expectations and, overall, children make good progress. Some, but not all, staff are unclear about what they want children to learn during the planned activity.
- Most, but not all, members of staff skilfully question children to help to support children's thinking skills. At times, staff do not allow children time to process their thoughts and respond to questions.
- Children's sensory development is supported well. For instance, in the baby room, young children can walk on tiles which change colour. They delight in the feel of the purple foam and the soapy water. Older children enjoy the feel of play dough as they press pasta shapes into it.
- Children make links in their learning and recall previous learning. For example, when planting sunflower seeds, they remember that plants need soil, water and light to grow and can name the common parts of a plant, such as stem, petals and leaves.
- Children's speech and language is well supported. Staff speak clearly and repeat words and phrases back to children to support their emerging pronunciation skills. The youngest children delight in using the musical instruments to accompany their singing to well known songs and rhymes. Older children giggle as they dance to songs, such as 'Jelly on a plate'.

- Children of all ages enjoy books. As they move through the nursery, they learn that print moves from left to right and listen to stories with increasing levels of concentration. Staff help children to recognise diversity. For instance, children observe a character in a book with a disability and staff point out we are not all the same.
- Staff encourage children to make friends. For instance, prior to the pandemic, nursery staff took the children to the library to meet with other local children. Staff led 'rhyme time' sessions to help to support early reading skills.
- There are good partnerships with parents. Parents are pleased with how well their children settle into the nursery. They actively contribute to the online learning platform. Parents say they help to establish children's starting points and are kept informed about their child's next steps in learning. Due to COVID-19, (coronavirus) restrictions, parents are not currently admitted into the nursery, but staff provide a wealth of resources to support home learning.
- Children develop their mark-making and early writing skills as they progress through the nursery. Young children learn to use brushes to spread paint while others enjoy creating dinosaur footprints outside. Older children use cotton buds to create sunflower pictures.
- Staff have high expectations of children's behaviour. Children enjoy learning. They behave well, share, take turns and follow established routines. For example, after washing their hands, toddlers go to sit at the table for lunch. Older children drink from their water bottles and know to return it to its place.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a good understanding of their responsibilities to safeguard children. Staff can recognise the signs and symptoms that may indicate a child at risk of harm, including the wider issues of radicalisation. They understand the procedures to follow and the people to contact if they have a concern about a child's safety or welfare. Staff know and understand the importance of reporting any concerns they have about the practice of other staff members. There are secure arrangements in place to ensure that staff are suitable to work with children. Children learn how to stay safe from an early age. For instance, they are encouraged to turn round to face the right way before going down the slide.

What does the setting need to do to improve?

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

- support staff to consistently plan and organise activities which provide clear learning intent
- strengthen staff use of questioning and allow children time to process their thoughts to help to support children's critical thinking skills.

Setting details

Unique reference number	2515378
Local authority	Surrey
Inspection number	10194530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	81
Number of children on roll	67
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	07714239855
Date of previous inspection	Not applicable

Information about this early years setting

Fennies @ Oxted in Surrey, caters for children aged from three months to four years old for 51 weeks of the year. They provide funded places for children aged two, three and four years of age. The manager holds a level 5 qualification in early years care. All, except three members of staff hold appropriate level 3 qualifications.

Information about this inspection

Inspector
Jill Thewlis

Inspection activities

- This was the first routine inspection the provider received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector undertook a learning walk together. They discussed the learning intent behind the educational programmes on offer.
- Leaders and staff members discussed their roles and responsibilities with regard to the safeguarding of children.
- The inspector and the manager undertook a joint observation of children and discussed the learning that took place.
- At appropriate times during the day, the inspector spoke to parents, staff and children and took their views into account.
- The inspector reviewed a range of documentation relating to safeguarding, suitability and record keeping.
- Meetings were held between the manager, the head of education for the Fennies company and the inspector.

We carried out this inspection 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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