

# Inspection of Fennies Christchurch Road

Christchurch Road, PURLEY, Surrey CR8 2NL

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Inspection date: 16 September 2021

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive at the nursery and benefit from a wide range of meaningful activities through a well-planned curriculum. Children are exceptionally confident and sociable, and show high levels of concentration. Staff carefully consider each child's starting points and how to build on these. This includes knowing how COVID-19 (coronavirus) has changed their experiences, and how to adapt their teaching accordingly. Younger children enjoy many sensory and tactile experiences. They confidently explore different textures with their hands. Staff sings songs to settle and soothe children. Babies know familiar songs, and wiggle and laugh with delight as they join in the 'Teddy Bear' song. Toddlers are learning independence skills, and they are supported well with their personal care needs, such as toilet training, which is managed sensitively. Toddlers enjoy being creative and expressing themselves. They stick corks in dough and pretend it is a birthday cake. They enjoy using the reading tepee to share books with their friends.

Older children learn skills to prepare them for their move to school. Staff support children's early mathematical skills successfully, and children confidently use mathematical language within their play. They learn about shape, size and measure, and learn to count as they use rulers to measure and write shopping lists using simple calculation. Children have good opportunities to learn about an interesting range of topics to support their understanding of the wider world. They learn about famous artists, such as Van Gogh, and make their own interpretations of the famous 'Sunflowers' painting.

Children behave exceptionally well. Staff act as good role models, and children learn to take responsibility for their behaviour. They are polite, and learn to share and take turns from a young age. Children show high levels of care and respect for each other, and towards adults. This creates a harmonious environment for all children to enjoy.

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

- The new manager is dedicated and passionate about improving outcomes for children. He supports the staff team well to provide a rich curriculum, where children can learn through many practical and sensory experiences. The staff team feel valued and supported in their work. There is commitment to staff training to enable staff to progress and develop professionally.
- The indoor and outdoor areas provide a stimulating environment, to support children's learning and to encourage them to be inquisitive learners. The nursery is well resourced and staff take time to present activities to children, to inspire them to be creative and explore their senses. Babies benefit from their own well-designed outdoor play area, where they delight in going through grass tunnels

to play peekaboo with staff.

- The key-person system works well to support children to feel emotionally secure, confident and settled. Overall, staff interaction with children is good. However, the organisation of some large group activities for babies does not ensure that all children are able to get the most out of activities.
- Parents are exceptionally happy with the care provided to children. They say their children come home worn out and covered in paint so they know they have had a great day. Parents have seen their children make progress since attending the setting, and they value the commitment of the caring staff team. Parents particularly appreciate the additional activities that are provided for children, such as French, Spanish and physical education classes. They feel they are kept very well informed of their children's progress, and love receiving photos of children's achievements.
- Children with special educational needs and/or disabilities are well supported. Staff work very closely with parents and other agencies to support children's progress and understand the needs of individual children. This ensures that children's needs are well planned for and that early help is identified, where necessary.
- Staff are clear about what they intend for children to learn from activities to support their progress. Overall, children's communication and language is supported well and children are confident talkers. However, on occasion, some staff do not maximise opportunities to support children's language even further.
- Children's health needs are well supported. They have many opportunities to be physical as they climb, balance and throw balls. They are provided with a wide range of healthy and nutritious meals and snacks. The nursery supports the 'Eco Schools' initiative, where children learn about the importance of recycling and walking to nursery, to promote environmental issues. Parents are encouraged to donate recyclable materials, which are used creatively by the children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to protect children. They understand how to identify and report concerns regarding children's safety and welfare. Effective recruitment and vetting procedures help to assess the suitability of staff. The arrangements for ensuring children's safety within the setting has improved. The provider has reflected on recent incidents, and made changes to the risk assessment arrangements to support children's safety and security within the setting.

## What does the setting need to do to improve?

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

- ensure consistency in staff's knowledge about how to improve children's language skills to the highest level
- review strategies to engage babies during large group activities so that all children's learning is maximised.

## Setting details

<b>Unique reference number</b>	EY376225
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10205752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	113
<b>Number of children on roll</b>	184
<b>Name of registered person</b>	Fennies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528142
<b>Telephone number</b>	07894 488836
<b>Date of previous inspection</b>	8 June 2017

## Information about this early years setting

Fennies Christchurch Road registered in 2008, and is one of a chain of nurseries based in Surrey and Kent. The nursery is based in Purley, in the London Borough of Croydon. The nursery is open each weekday from 7.45am to 6pm. The provision is open all year round, and is closed for one week at Christmas, bank holidays and two training days per year. There are 36 members of staff working with the children, of whom 17 hold appropriate early years qualifications at level 2 to level 6. The setting offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Laura Brewer

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspection was carried out following a risk assessment after concerns had been raised.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including evidence of how staff suitability had been assessed and risk assessment arrangements.

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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