

Inspection of Fennies @ Woodham House

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

Inspection date: 1 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider and the manager do not assure the safety of the children. Unauthorised visitors are able to gain access to the nursery without being challenged. This significantly compromises children's safety. Unauthorised visitors are able to access confidential information. This does not protect children's privacy. Ineffective deployment of staff means that at times, children are not adequately supervised. This is primarily during transition periods and lunchtimes. This leads to children injuring themselves as they play with their table knives while waiting for lunch. Ratios are not always maintained, particularly in the baby room. This puts children's safety at risk.

Overall, children make progress in their learning and development. Children have warm and loving bonds with their key person. Very young children put their arms out to their key person for cuddles when they first arrive. Older children bounce into the room eager to play. Children typically behave well. However, overstretched staff do not always manage unwanted behaviour effectively. Older children develop good friendships. They are inclusive in their play. For example, as children role play with babies, they excitedly say that babies can have 'two mummies'. They eagerly agree that they therefore can both play 'Mum'. Very young children enjoy playing with a range of sensory materials. For example, they happily squish paint and oil underneath clingfilm exploring the different textures. Older children build on prior knowledge as they play. For example, children try to create an impression of a storm using water in a tray and paint in a variety of colours.

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

- There is a high staff turnover and this results in staff working out of ratio on multiple occasions. This compromises children's safety as staff are overstretched as they meet children's care needs.
- Deployment of staff is poor in meeting children's needs. Staff do not adequately supervise children during routine tasks, such as when lunch is being prepared. This results in preventable injuries. For example, fidgety and agitated children play with the cutlery, including knives, and injure themselves.
- Children are not supported well during transitions. At times, this means it is loud and chaotic. For example, when children come in from the garden, they have to wait for a significant period of time. There are few staff available to support them in taking off their outdoor clothing. This results in very restless children who become agitated and upset.
- Staff's teaching skills are inconsistent. This does not help support children's learning and development. For example, some staff provide children with ways to solve minor conflicts. They model how to ask for the toy they want to play with. Whereas, other staff tell children 'don't fight' without any further support

provided.

- Due to staff shortages, the senior management team has changed its approach to supervision. This includes introducing an 'HR Hub' where staff can raise concerns and discuss their well-being. However, staff do not feel that their supervisions are effective and supportive.
- Those in senior positions, such as room leaders, do not effectively identify weaknesses in staff practice. They do not have the time to provide enough support to staff to raise quality of teaching further.
- Children do not consistently learn to attend to their personal hygiene needs. For example, very young children are encouraged to 'catch their coughs'. Whereas, older children do not learn how to use tissues and staff do not notice older children's runny noses.
- The manager has a clear curriculum in place to support children as they progress through the nursery. The curriculum focuses on communication and personal, social, and emotional development. Overall, children with special educational needs and/or disabilities (SEND) are supported well. They work well with other agencies to ensure support is in place as needed.
- Staff strengthen children's language skills through stories and songs. They often sing nursery rhymes as they play together. Very young children respond well to the use of non verbal communication. For example, during teatime, they sign to staff when they have finished or if they want more.
- Parents talk positively about the staff working directly with their children. They feel there is good communication between the key person and themselves. Parents explain staff provide updates about children's learning and development as and when they can. They explain when they have concerns they feel able to raise these with the key person.

Safeguarding

The arrangements for safeguarding are not effective.

Unauthorised visitors can gain access to the nursery, including rooms in which children are present. They are also able to access confidential information. This compromises the safety of both staff and children. Staff do have knowledge of the signs and symptoms that may indicate that a child is at risk from harm. They know to report concerns about a child to the manager. However, they are not all clear on who to report concerns to outside of the nursery. Not all staff know what might constitute an allegation against a member of staff or how to report the concern outside of the nursery if necessary. Furthermore, not all staff show knowledge on wider safeguarding issues, such as radicalisation and extremism.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

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

	Due date
ensure all staff have a sound knowledge of safeguarding and child protection procedures, including who to report concerns and allegations to outside of the setting and of wider issues, such as radicalisation	18/04/2022
deploy staff to ensure that children are adequately supervised, their needs are met, and they are kept safe	18/04/2022
ensure there are enough staff to meet the staff to child ratios, in accordance with the Statutory framework for the early years foundation stage	18/04/2022
ensure the building is suitably secured at all times so that unauthorised visitors cannot gain access	18/04/2022
ensure confidential information and records about staff and children are held securely and only accessible by those who have a right or professional need to see them.	18/04/2022

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

- promote children's good health and hygiene consistently, specifically in relation to encouraging children to wipe their noses, to prevent the spread of infection and illness
- improve transitions throughout the day to ensure a calm environment and that there is not excessive waiting time for children
- provide effective supervision that supports staff in their practice, in order to raise the quality of teaching to a consistently good level.

Setting details

Unique reference number	EY547466
Local authority	Surrey
Inspection number	10233074
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	123
Number of children on roll	167
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	0208 7703205
Date of previous inspection	27 November 2019

Information about this early years setting

Fennies @ Woodham House registered in 2017. It is one of 16 nurseries owned by Fennies Day Nurseries Ltd. The nursery is open each weekday from 7am to 7pm, for 51 weeks of the year. It receives funding for the provision of free early education for children age three and four years. The nursery employs 28 staff, including the chef and housekeepers. Of these, one holds a qualification at level 5, one holds a qualification at level 4, 11 hold a qualification at level 3 and two hold a qualification at level 2.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- Parents shared their views with the inspector.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- The inspector sampled relevant documents.

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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