

# Inspection of Fenwood House Day Nursery

Rawmarsh Peoples Centre, Dale Road, Rawmarsh, Rotherham, Yorkshire S62 5AL

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Inspection date: 5 July 2022

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

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

### The provision is good

Children are happy and content at this welcoming nursery. Staff provide a safe and nurturing environment. Children settle quickly and are curious about their environment. For example, they show excitement when they find a tiny spider. They count the number of legs on the spider, then watch it crawl away. Staff teach them about the spider's features and size. They plan activities to develop children's communication and language skills, for example while learning about nature and how things grow. Babies plant seeds in the nursery's garden. They take them home to grow sunflowers. Staff encourage children to make comparisons as they look at the different sizes of the sunflowers that they have grown.

Children are confident, as staff skilfully allow children to follow their interests. For example, babies play in the indoor sandpit. Older children learn how to use utensils, such as spades and buckets, to make sandcastles. Staff teach children how to fill buckets up and then tip them to make the castles. This helps children's physical development, as well as their hand-to-eye coordination. Children learn to manage their feelings. Staff have high expectations of them and are good role models. Children behave well, and are kind and polite towards their friends. For example, at story time, children vote on the book they would like to hear read to them. Children show respect for others when their book is not chosen.

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

- Staff are skilful in weaving mathematics into children's play. They teach children about number, including counting. For example, toddlers begin to count their friends during circle time. They know that zero means 'none' and they begin to talk about numbers that are 'big' or 'small' with accuracy.
- Staff have good knowledge of children's different abilities. At snack time, younger children begin to recognise their name cards. Staff encourage older children to count the number of letters in their name. Children then calculate if their name has more or fewer letters than that of others. They recognise when their names have the same letters.
- Staff encourage children to explore their senses as they develop their imaginary play. For example, babies investigate shaving foam. Staff talk to children about what they are doing and have a clear intention for their learning.
- Overall, staff interact and support children well, which enables children to enjoy their learning. However, staff do not consistently plan group sessions effectively. They expect children to sometimes sit for too long, which causes them to lose interest in their learning. Children become disengaged and fidget while they wait. Some children do not listen and others talk among themselves.
- Children generally develop good communication skills. For example, they enjoy singing songs and listening to stories. However, occasionally, staff ask too many

closed questions, providing children with an option of just two possible answers. This does not fully encourage children to share their thoughts and develop their communication skills even further.

- Staff encourage children to follow a healthy lifestyle. They provide children with nutritious meals and a selection of fruits at the open snack table. Children have excellent opportunities to learn outdoors. For instance, older children develop their spatial awareness and agility when navigating obstacle courses.
- The special educational needs coordinator (SENCo) is knowledgeable. Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are supported well. The SENCo works closely with professionals to ensure that any gaps in children's learning are closed.
- Partnership with parents is strong. Staff initiate workshops with topics such as healthy eating or potty training. Staff are extremely supportive towards families. Parents describe staff as 'angels' who they 'wouldn't be without'.
- The manager is dedicated to developing and continually improving the nursery. She provides regular meetings and effective supervision to staff. The manager evaluates the setting to identify any gaps in practice and understands the importance of professional development. For instance, she has recently attended training to support children's emotional well-being.
- The management team is ambitious. It appreciates staff and considers their well-being to be of the utmost importance. Staff feel valued, happy and supported within their roles. This creates a positive environment for staff and children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about signs that may indicate a child is at risk of harm. They know the procedures to follow if they have concerns about a child's welfare or staff conduct. All staff complete mandatory training and stay up to date with a range of safeguarding issues, including those relating to extremist views. The manager completes thorough risk assessments. Staff supervise children closely inside and outside the building. They practise fire drills and lockdown procedures regularly. The setting follows safe recruitment procedures and carries out ongoing suitability checks for all staff.

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

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

- review the organisation of whole-group activities to support all children to remain engaged and interested in their learning
- enhance questioning to extend children's conversations, and allow them time to think and respond.

## Setting details

<b>Unique reference number</b>	EY558586
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10175176
<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>	60
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Fenwood House Limited
<b>Registered person unique reference number</b>	RP900853
<b>Telephone number</b>	01709762826
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fenwood House Day Nursery registered in 2018. It is located in Rotherham, Yorkshire. The nursery opens five days a week, all year round, from 7.30am to 6pm, except for public holidays and at Christmas. The nursery provides funded education for two-, three- and four-year-old children. The nursery has 15 members of staff. Of these, 13 hold an appropriate early years qualification at level 3 and above, including the manager who holds an appropriate early years qualification at level 6.

## Information about this inspection

### Inspector

Claire Crumpton

## 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how staff support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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