

# Inspection of Fennies @ Woodham House

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

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Inspection date:

28 September 2022 - 27 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision is inadequate**

Significant weaknesses in staff's knowledge of safeguarding matters compromise children's well-being. Leaders who hold responsibility for sharing information and liaising with safeguarding agencies fail to fulfil their roles sufficiently. Children's safety cannot be assured as staff fail to act on safeguarding concerns.

Despite these serious weaknesses, staff support children's learning well. Children benefit from a wealth of experiences, which motivate their play and learning. The individual interests of children, catered for in activities, inspire their learning. For example, pre-school children experiment with creating their own volcano. They predict what might happen as they add different ingredients and are delighted to watch their mixtures bubble.

All children benefit from an environment that supports their physical skills. Babies confidently crawl to favourite pop-up toys. Toddlers scoop sand into buckets as they make sandcastles, developing their good hand-to-eye coordination skills. Older children whizz around on push-along bicycles as they carefully navigate around their friends.

Overall, children behave well. They are polite and courteous with their friends. Toddlers learn how to share and take turns with favourite toys. Pre-school children listen carefully to staff and are learning to value the differing needs of their friends. However, despite staff promoting a strong foundation for children's emotional well-being and good support for children's behaviour, this is undermined by the weaknesses in safeguarding. Children's personal development and well-being cannot be assured.

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

- The nominated individual (NI) fails to hold robust oversight of the effectiveness with which regional managers and leaders fulfil their roles and responsibilities. Their lack of robust monitoring does not ensure a culture of safeguarding vigilance where children's welfare is promoted or where timely and appropriate safeguarding action is taken. Although the NI now notifies Ofsted of significant events as soon as reasonably practicable, information that is shared cannot be relied on. Staff's failure to maintain robust records, including those that link to staff suitability matters and concerns, undermine the effectiveness of information-sharing, including with safeguarding partners.
- Arrangements for staff supervision, particularly at a senior management level, are weak. Current supervision arrangements do not afford staff, including those with regional oversight, effective opportunities to discuss issues around children's safety. Leaders do not create an open culture that supports staff's

confidence to challenge senior leaders over any safeguarding concerns.

Weaknesses identified at the last inspection persist.

- Staff create exciting learning experiences for children, based on their unique interests. For instance, babies benefit from opportunities to share stories with staff. They reach out to turn pages and are captivated as staff read enthusiastically to them. Toddlers quickly join in with matching coloured socks. They work together to peg these onto the 'washing line'. Pre-schoolers share their ideas of how to make aliens as they learn to use tools safely. Children are keen to learn. They concentrate well in activities and, when learning is more challenging, staff encourage children to keep on trying as they successfully master new skills.
- Parents speak very highly of staff in the nursery. Staff share information about children's care needs and learning with parents. They gain important information from parents to help children to settle in. Thereafter, staff provide regular progress updates verbally, electronically and through progress reports. For babies, this helps to support established routines at home, and meets their care needs well. However, for the older and most-able children, staff do not successfully help parents to share information about their children's learning and development at home. At times, this hinders how staff capture a full range of information about what children know and can do.
- Staff place a strong focus on promoting children's independence. Opportunities for children to learn how to pour drinks, tidy away toys and to develop their ability to manage some age-appropriate personal skills are supported well by staff in daily activities. However, staff do not act quickly when children indicate that they feel unsafe or at risk of harm. Children's safety and personal development are not assured.

## Safeguarding

The arrangements for safeguarding are not effective.

Designated safeguarding leads are ineffective in their roles. They give inaccurate advice to staff when they raise concerns about children and do not refer concerns to safeguarding partners as required. The safeguarding policies and procedures do not reflect the relevant local safeguarding partner's guidelines as required and are not well understood by staff. Staff show a poor knowledge of the procedure to follow if a non-independently mobile baby presents with a bruise. Additionally, the policy lacks information of routes of referral to support early identification of risks to children so that action can be taken at the earliest opportunity. Some improvements are noted since the last inspection. Staff maintain a secure environment for children. They supervise children closely indoors, outside and when children are eating. Leaders follow adequate procedures to assure the initial suitability of staff. However, leaders' failure to take effective action when concerns are raised about staff does not assure staff's ongoing suitability to work with children.

## 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:**

	<b>Due date</b>
implement a policy and procedure that is in line with the guidance and procedures of the relevant local safeguarding partners, with particular regard to supporting staff's understanding of the procedures to follow for bruising on a non-independently mobile baby	17/11/2022
ensure that the designated lead practitioner for safeguarding has sufficient knowledge and understanding of the safeguarding policy and procedures, including how to recognise and act on an allegation against a member of staff, and to ensure they provide accurate support, advice and guidance to staff so that appropriate action is taken to promote children's safety and well-being at the earliest opportunity	17/11/2022
implement effective opportunities for staff supervision, including for managers who hold regional safeguarding responsibilities, that provides coaching and continuous improvement and includes regular opportunities for staff to discuss any issues, particularly concerning children's development or well-being and child protection concerns	17/11/2022
maintain records and obtain and share information with parents and carers, other professionals working with the child, the police, social services and Ofsted to ensure safe and efficient management of the setting, and to help ensure that the needs of all children are met.	17/11/2022

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

- embed staff's understanding of the individual learning intentions for children, to help them tailor teaching more precisely during planned activities
- build on partnerships with parents and carers, to ensure that they are supported to fully contribute to their children's learning and development.

## Setting details

<b>Unique reference number</b>	EY547466
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10238244
<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>	145
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Fennies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528142
<b>Telephone number</b>	0208 7703205
<b>Date of previous inspection</b>	1 April 2022

## 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 aged three and four years. The nursery employs 34 staff, including the chef and housekeepers. Of these, one holds qualified teacher status, one holds a qualification at level 5 and 18 hold qualifications at level 2 and above.

## Information about this inspection

### Inspectors

Tara Naylor  
Natasha Jarvis  
Melissa Cox

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The senior management team and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- A further visit was made by two inspectors in line with Ofsted's incomplete inspection process. This was because information that was applicable to the provider at the time of inspection had been received after the inspection and before publication of the inspection report, necessitating a review and reapplication of the evidence gathered.
- At the further visit, inspectors spoke with staff about safeguarding matters and reviewed records of safeguarding concerns in order to assess the effectiveness of safeguarding policies and procedures.

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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