

# Inspection of Fennies Eltham

37 Westmount Road, Eltham SE9 1JF

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Inspection date: 10 November 2022

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<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 show that they are happy to attend. Children who are new to the nursery receive warm welcomes. Staff support them to separate more easily from their parents. Children's personal care and health needs are effectively met. Children's initial and ongoing information is gathered from parents and used effectively by staff. Children use comfort items from home and experience familiar routines. Their emotional well-being is supported well as part of the flexible approach that staff implement during individualised settling-in periods.

Babies enjoy sensory experiences, for example, as they pinch and manipulate dough. Those who are unsettled or teething benefit from the care of attentive staff, who understand how to soothe them. Babies have opportunities to crawl, climb and use steps. This helps to develop their physical skills. Older children build good relationships with their peers. They peek at their friends through the garden fence, play together at the mud kitchen and draw and make marks alongside each other. Children acknowledge cultural and special events, including with their parents. They show that they understand the differing needs of their friends.

Children who need extra help with their learning engage well with learning during targeted teaching sessions. Pre-school children are well prepared for school. They begin to understand letters and the sounds that they make. They enjoy the challenge of using rhyming words and phrases, and are introduced to new vocabulary.

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

- The acting manager is ambitious for children and staff. She works effectively with senior leaders to further develop the service. Leaders seek feedback from staff and parents to help make improvements, such as better communication with parents about children's learning and the curriculum. This helps parents to better understand how to support their child's learning at home.
- Leaders are aware of the ongoing impact of the COVID-19 pandemic on some families. They consider this as they assess the curriculum and review the progress that children make. This helps them to target resources and address potential gaps in children's development. For example, the introduction of a 'talking tent' allows children to further increase their communication skills and social interactions.
- The acting manager is effective in her role. She meets regularly with staff to discuss children's learning and offers effective support for staff's well-being. Staff receive support to gain recognised qualifications and to develop their professional practice. Visiting practitioners give support and advice to help staff with phonics or strategies for children who need additional help with their

learning.

- Children show that they become confident communicators. Babies babble, mimic words and sounds, and most are keen to explore. Older children express themselves well and enjoy using puppets as they listen to stories. Pre-school children understand and use mathematical language, for example, during creative activities. They recall familiar stories and talk about characters and events as they play.
- Children behave well. They listen and respond to instructions and are eager to help with tasks. For example, toddlers willingly tidy away, ready for lunch. Older children show their humour as they use masking tape to create beards and take on the role of different characters. Children share resources, respect each other and acquire positive social skills.
- Although teaching is generally effective, some staff do not recognise when children need more encouragement or support to make the most of learning opportunities. Less-confident or quiet children are occasionally overlooked during group activities. Staff do not closely consider the needs of babies outdoors. Despite this, children show the good progress that they make in their learning.
- Staff support children to understand the contributions of people from different communities. Children hear different languages during Spanish and French lessons, and acknowledge significant events. For example, children visited the local post office to post a card for the Queen's jubilee. However, some children have few opportunities to recognise, value or share their own languages or backgrounds.
- Parents say that they are happy with the service. They appreciate the friendly staff, who meet the needs of their children well. Parents take part in events planned by staff to help them meet other parents and widen their social networks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff complete training to update their safeguarding knowledge. Staff are alert to risks to children's welfare, including exposure to extreme views, female genital mutilation or domestic abuse. They understand how to use technology safely. Staff, including those who do not work directly with children, know the procedures to follow if they suspect a child is at risk of abuse or harm. Staff understand the nursery's whistle-blowing procedures and implement security protocols for unknown visitors. Staff maintain accurate records of children's attendance. They effectively manage the personal care and health needs of children. Leaders follow safer recruitment guidance, implement induction procedures, and regularly review the ongoing suitability of staff.

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

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

- enhance support for teaching skills so that staff understand how to engage children in challenging activities that take account of what they need to learn next
- increase opportunities for children to recognise, value and share their languages and backgrounds.

## Setting details

<b>Unique reference number</b>	2652417
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10261813
<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>	75
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Fennies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528142
<b>Telephone number</b>	020 8770 3222
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fennies Eltham registered in 2021. It is part of a chain of privately owned nursery settings. It is located in Eltham, within the Royal Borough of Greenwich. The nursery is open Monday to Friday from 7am to 7pm, for most of the year. The provider employs 12 permanent staff at the nursery. Of these, eight staff, including the acting manager, hold qualifications at level 3 and above, and one holds a qualification at level 2. The provider also employs a chef. The provider receives funding for the early education of children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The acting manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The acting manager provided the inspector with documents relating to the suitability of staff, records of children's attendance, safety and health, and evidence of staff's professional development.
- The acting manager and inspector jointly observed a children's activity and discussed the teaching and learning that took place.

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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