

# Inspection of Fennies Raynes Park

9 Amity Grove, London SW20 0LQ

---

Inspection date:

21 October 2022 - 26 October 2022

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is inadequate**

Leaders do not fully implement or have sufficient oversight of child protection procedures to keep children safe from harm. This results in delays in reporting concerns to the relevant agencies and could place children's safety and welfare at risk. There has been a high turnover of staff since the nursery opened, which has had an impact on children's ability to form strong relationships with staff. The manager has recently recruited several new members of staff, and parents feel that things are now beginning to feel more settled.

Despite some weaknesses identified during the inspection, children enjoy playing with a range of quality resources at this purpose-built nursery. They are generally well settled and happy to attend. Pre-school children confidently chat to their friends and adults, including visitors, and choose which activities to take part in. Younger children play alongside each other and enjoy exploring sensory resources, such as light tubes and squishy mats. The open nursery layout provides space for children to play and move around freely. The two outdoor spaces give children opportunities to develop their physical skills and explore nature. They have access to a large sandpit and water pump and have opportunities to plant seeds and explore the wildlife.

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

- Leaders do not implement safeguarding procedures that are in line with the local safeguarding partners. Systems in place for sharing information between senior leaders and managers are ineffective. This means that there are delays in them taking action to safeguard children and in reporting concerns to the relevant agencies.
- The newly appointed manager is ambitious to develop the nursery and provide stability for the staff and children. However, due to high staff turnover, the key-person system is not yet effective. There is inconsistency in the approach, meaning that not all children have been able to form a strong attachment with a key person who knows their individual needs well. This means that some children, particularly the youngest children, are not adequately stimulated and are unsettled. Nonetheless, staff are responsive to their needs and offer cuddles and reassurance.
- Staff intend to plan next steps for children based on what they can already do. Care plans are in place for children with special educational needs and/or disabilities, and advice is sought from the local authority to meet their needs. However, assessment processes are not yet embedded to ensure that children's progress is closely monitored. This means that planning does not always provide adequate challenge or stimulation for some children and, therefore, children may not make the best possible progress in their development.

- Children's behaviour is good. They learn to help and cooperate with each other in their play. Staff teach children to share equipment. For example, they help children take turns to use tweezers to pick up minibeasts and put them on the spider's web.
- Babies learn to use their whole bodies to make large and small movements. They enjoy playing with flour, picking it up with their fingers and making patterns in it with their feet.
- Some staff support children's communication and language effectively by engaging in conversation during play and naming objects. They introduce new words, such as 'sticky' and 'slimy', and use songs and rhymes to help children find confidence in their speech. However, this practice is not consistent across the staff team. This means some children do not have opportunities to hear a range of words or receive encouragement to join in with conversations.
- Leaders and managers have constructed a broad curriculum that aims to prepare children to be ready for school. Children enjoy opportunities to learn French, Spanish and yoga as part of the programme of extra-curricular activities that are offered at the nursery.
- Children enjoy a range of healthy snacks and nutritious meals prepared by the on-site chef. They learn to use cutlery and are encouraged to try new flavours and textures. Children learn to recognise their own drink bottles and access these throughout the day.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff know the signs and symptoms of abuse and neglect and are aware of potential risks to children's welfare. They are aware of their responsibilities to report their concerns and of the importance of whistle-blowing. However, senior leaders do not manage their responsibilities in allegation management well. They may not recognise when allegations are brought to their attention, and this causes delays in these concerns being reported to the relevant agencies. This failure compromises children's safety. The manager makes regular checks to ensure staff continue to be suitable to work with children. The majority of staff hold paediatric first-aid qualifications and know how to respond in an emergency, including how to treat children with severe allergic reactions. Daily checks and risk assessments are completed to ensure the environment is safe for children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

ensure that all staff, including leaders and managers, fully understand and implement child protection procedures, including those relating to the management of allegations against staff	09/11/2022
embed the key-person system so all children have an allocated key person who builds a secure relationship with them and understands their learning needs	16/12/2022
ensure that learning opportunities for children are planned with consideration to children's individual needs and level of development, so that there is appropriate challenge and all children are helped to make the best possible progress.	16/12/2022

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

- improve coaching and support for staff to develop their teaching skills, particularly in communication and language, so that all children receive consistently good opportunities to hear and learn new vocabulary.

## Setting details

<b>Unique reference number</b>	2652430
<b>Local authority</b>	Merton
<b>Inspection number</b>	10259683
<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>	94
<b>Number of children on roll</b>	114
<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 Raynes Park registered in 2022 and is based in Raynes Park, in the London Borough of Merton. The nursery opens from 7am to 7pm, Monday to Friday, all year round. The setting is in receipt of funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Kyrstie Gennoe  
Joanne Wildman

## 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, head of early years and the inspectors had discussions about leadership and management.
- An inspector spoke to parents to gather their views of the nursery.
- Children spoke to an inspector about what they enjoy at nursery.
- The manager led an inspector on a learning walk and told the inspector about what they wanted children to learn while at nursery.
- An inspector observed children at play and their interactions with staff.
- The manager and an inspector jointly observed teaching practice and evaluated its effectiveness.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022