

Inspection of Fennies Woking

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

Inspection date: 6 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Not all staff's practice is at a consistently good level and some teaching is variable. This means that sometimes children's care and learning needs are not met well enough. Despite this, children are mostly happy and settled and enjoy their time at nursery. When new children become unsettled, they receive consistent reassurance and support from staff.

Children enjoy a good range of activities and learning experiences, including those led by specialist staff who visit the nursery. The effective range of resources and equipment outdoors promotes children's development well, particularly their physical skills. There is a good focus on communication and language to support children's developing speech, understanding and vocabulary. Staff working in the younger age groups use Makaton, alongside language which helps to promote children's understanding. Some older children use photos to help them share their needs and to make choices.

Children receive positive praise and encouragement, which promotes their self-esteem and confidence. They receive reminders from staff about the impact of their behaviour on others. Children explore feelings and emotions with staff. This helps them to begin to understand behaviour expectations.

Staff understand their key children's needs well, including those with special educational needs and/or disabilities (SEND). Children develop some independence. Babies make choices about what to play with. At times, older toddlers receive support to encourage their self-help skills by some staff, such as learning to put on their coat.

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

- The new managers have taken some good steps to improve the quality of the nursery. This has led to some improvements since the last inspection. The senior leadership team are keen to develop staff's practice. There are suitable plans to move the provision further forward. However, although staff receive some good support, their developing practice and understanding of some procedures is not fully embedded.
- Staff build good relationships with children, helping them to feel secure. Overall, children develop a positive sense of belonging and feel at ease. Some staff do not always organise routines well. This sometimes leads to children becoming confused and upset as they are not sure what is happening, such as at lunchtime. Some staff do not follow expected processes, such as hygiene procedures consistently. At times, this does not promote children's good health well enough.

- Staff understand how activities support children's learning. They support individual children's progress and take good account of their interests to help encourage their engagement. The manager has a clear idea about what she wants children to learn. However, staff do not have a fully secure understanding of the curriculum intentions. This does not enable them to extend children's learning with consistently good teaching. For example, some staff working with older children do not give them time to think and respond, such as to questions.
- Some staff engage well with small groups of children, such as when outside at planned activities and during children's self-chosen play. However, they are not always aware of some children who wander and do not engage in purposeful play. At times, staff's approach to extending children's skills is not consistent. For example, toddlers are encouraged to try to put on and take off their coats by some staff, while other staff do everything for them. However, during lunchtime, staff encouraged toddlers to serve their own food and they helped them pour their drinks.
- Key persons who care for children with SEND have a good understanding of their needs. Special educational needs coordinators support staff and parents well. When needed, staff gain relevant information from outside professionals to help them support children's needs consistently. However, at times, other staff caring for children with SEND do not know how to meet their needs securely, to provide continuity of care and learning.
- Good settling-in arrangements help children become familiar with their new environment and key person. Staff gain information about their needs, such as languages spoken at home. They are beginning to develop approaches to support children who speak English as an additional language. For instance, children press buttons with recorded greetings in other languages on arrival.
- Overall, parents are happy with the nursery's service. They comment positively about the supportive settling-in process and their children's development. They positively comment on the communication with staff and managers. For example, parents receive information through an online system and daily feedback.

Safeguarding

The arrangements for safeguarding are effective.

Children are generally safe. Effective risk assessments are in place to ensure the environment is safe and secure. Suitable arrangements are in place to ensure a named lead person with responsibility for safeguarding is available at all times. Staff understand their safeguarding responsibilities, they know how to identify indicators of abuse, such as bruising on non-mobile babies. They also identify staff behaviours that would raise concerns. Staff also know who to report any concerns to, both in the nursery and outside of it. Record-keeping is effective and demonstrates that procedures are followed and includes details of any other professionals involved.

What does the setting need to do to improve?

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

	Due date
ensure staff understand the curriculum, to enable them to implement the learning intentions effectively in their teaching and to support all children's learning and development	17/04/2023
ensure staff working within the rooms with children with special educational needs and/or disabilities, understand children's needs, so they know how to support them more effectively.	17/04/2023

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

- support staff further to understand how to allow time for children to think and respond to enable them to share their own ideas
- embed staff's awareness of how to promote children's developing independence to enable children to try and do more things for themselves
- continue to build on and support staff's understanding of their roles and responsibilities, including in relation to the quality of their teaching and hygiene practice to raise their practice and the overall provision to a consistently good level.

Setting details

Unique reference number	EY547466
Local authority	Surrey
Inspection number	10278437
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	145
Number of children on roll	146
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	020 8770 3222
Date of previous inspection	28 September 2022

Information about this early years setting

Fennies Woking, formally Fennies@ Woodhams 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. The nursery employs 41 staff, including the chef and housekeepers. Of these, one holds qualified teacher status, four hold a qualification at level 6 and 20 hold qualifications at level 2 and above.

Information about this inspection

Inspectors

Clare Perry
Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspectors about what they enjoy doing while they are at nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The manager and the inspectors carried out two joint observations of planned activities.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023