

Inspection of Fennies Horley

Albert road, Horley, Surrey RH6 7HS

Inspection date: 9 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting and are taken to their designated room by their parents. They stop on the way to their room to show their parents recently-hatched baby chicks that are visiting the setting. Children comment on how they are growing and how to safely hold them. Once in their room, children freely access the resources they want to explore. Younger children enjoy dressing up in high visibility jackets while building with large wooden blocks. Older children understand the expectations and routine. For example, they know they need to tidy up before they sit for a group circle time.

Children demonstrate a willingness to learn. For example, they listen intently as they learn about what is needed to make a boat float on water. Children choose from a variety of materials to create their boats. They practice using scissors independently. Children place their boats in water and wait with anticipation to see if they float or sink.

Children play well together outside. They role play while exploring the mud kitchen. Older children pretend they are mixing cement to build houses using small wooden blocks. Younger children pretend they are making pancakes and ice cream. They are supported to share the whisks and spoons. Children engage well with each other and show enjoyment in their play.

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

- The manager is new to post and knows the children and families well. She is in the process of conducting staff supervisions where she asks staff about any concerns they may have. The manager identifies where staff may need more support and plans to provide them with the time they need to update training and attend courses. Staff report that they feel supported and listened to.
- The special educational needs coordinator (SENCo) meets with parents to discuss the needs of their children. She liaises with outside agencies, including the local authority, for advice. Funding is used to ensure that individual children's needs are being supported. The SENCo meets with staff to review individual children's support plans and make sure children are making progress.
- Staff understand the intent of their curriculum and what they want children to learn. For instance, younger children are learning about healthy eating and the importance of healthy food choices. Staff talk to the children about what they are eating at lunchtime. They ask children if the carrots are 'crunchy' or 'soft'. Children engage in conversation about their favourite foods. This helps promote children's language development.
- Children's independence is promoted throughout the setting. Younger children are encouraged to wipe their own noses. Older children help to set the table for

lunch. Babies are supported to serve themselves lunch. This is something that is consistently supported and built upon, as children move throughout the setting.

- Children enjoy exploring the range of activities on offer. Some engage in games, such as 'what's the time Mr Wolf', while others explore play dough. However, staff do not always support children to access rich learning opportunities during transitional periods. As a result, there are times when children are not engaged in meaningful learning.
- Parents feel informed about what their children are learning. They know who their child's key person is. Parents feel the quality of communication is good. For example, they are kept informed about activities and information relating to dietary needs. As a result, parents are happy with the care their children receive.
- Children's early communication is supported well. Staff use hand puppets with babies and focus on sounds, such as 'moo'. Babies show curiosity as they try to put the puppets on their own hands. However, some babies become upset during group times when staff are preparing the room for mealtimes. This means not all babies' emotional needs are being met during this time.
- Staff show younger children when it is time to have their nappies changed using signs. This is consistent across the whole setting. Children understand what is about to happen and willingly leave their play to have their care needs supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify the signs of abuse and what to do if they are concerned about a child's welfare. The designated safeguarding lead knows how to report any child protection concerns to the local safeguarding partners. They understand the process if an allegation is made against a member of staff. The manager regularly checks that staff remain suitable to work with children. Risk assessments are in place and reviewed regularly to ensure children's safety, including supporting children's allergies at mealtimes.

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 transitional periods to ensure children are consistently engaged in rich learning opportunities
- strengthen the support for babies during group times, so that their emotional needs are consistently met.

Setting details

Unique reference number	EY481421
Local authority	Surrey
Inspection number	10282006
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	103
Number of children on roll	136
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	020 8770 3222
Date of previous inspection	5 January 2018

Information about this early years setting

Fennies Albert Road registered in 2015. It operates from purpose-built premises in Horley, Surrey. The nursery is open Monday to Friday, from 7am to 7pm, for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 30 members of staff, 16 of whom hold appropriate childcare qualifications.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.

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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