

# Inspection of Fennies London Lane

2 London Lane, Bromley BR1 4HD

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Inspection date: 19 April 2023

<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 enjoy their time at this good-quality day nursery. Older children keenly register their arrival and hang up their coats on labelled pegs. Toddlers settle quickly and find their favourite toys. Babies who take more time to settle are supported well by caring and sensitive key staff. Children demonstrate that they feel emotionally secure and safe. They have a positive sense of belonging.

Children behave very well. Older children understand the expectations and routines of the nursery. For example, they remember to tidy toys before they sit for a group circle time and when they go out outdoors.

Children are eager and willing to learn. They listen to, and keenly follow instruction. For example, as children make dough and combine a range of material to make a monster and robot. Children are eager to share their achievements.

Children have lots of fresh air and physical exercise to help to promote their good health. They skilfully negotiate uneven surfaces and slopes, and confidently ride tricycles and bicycles. Children love to play and learn outdoors.

Extra-curricular activities help to enhance the experiences and opportunities in children's learning and play. For example, children participate in physical exercise classes, art classes, French and Spanish. Children have a good start to their early education.

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

- The leadership team is strong. They have a clear vision of the nursery's strengths and where improvements can be made. They work in partnership with external agencies, such as the local authority and specialists, for a consistent approach and to keep children safe. Furthermore, they know when to report significant events to Ofsted to meet requirements.
- The special educational needs coordinator plays a vital role in ensuring children with special educational needs and/or disabilities make the best possible progress. He works very effectively with staff and parents to provide a targeted approach.
- Newly employed staff attend an in-depth induction to ensure they understand their roles and responsibilities. All staff access a wide range of training opportunities to enhance their teaching skills and to help support their continuous professional development.
- Staff have high expectations for all children. Staff encourage the youngest children to explore using their senses. They keenly run their fingers around wet paint. Toddlers use their small hand muscles to squeeze, press and roll dough

and enjoy using tools to cut and print. Toddlers develop early mathematical awareness as they notice patterns that their fingers and tools make.

- Staff implement activities that help to challenge and arouse children's curiosity to keep them engaged. For example, young children persevere at their chosen tasks, such as when they play with tracks. Children develop positive attitudes to learning.
- Staff identify and plan for children's interests and patterns in their play; for example, children eagerly post objects and carefully transport water in the garden. The curriculum intent is implemented well to meet the individual needs of all children.
- Staff support children's communication and language skills well, overall. Children hear some descriptive words; for example, staff encourage them to 'stamp' pens and 'twist' lids during creative activities. However, more confident speakers have fewer opportunities to learn new words and think critically to help to extend their vocabulary.
- Generally, staff value and promote equality and diversity within the nursery. For example, children begin to learn about a range of cultures and celebrations. However, there are few opportunities for children to see and hear the languages they speak at home.
- Staff very successfully promote children's confidence and independence. For example, babies and toddlers eat with fingers and spoons confidently. Older children show their independence as they wash hands, pour drinks and serve themselves food. Staff, who eat alongside children during lunch help children to understand expected behaviour at mealtimes.
- Parents welcome the information shared with them, such as children's dietary requirements and activities provided each day. Parents say that they are increasingly involved in nursery events. They make use of home-learning packs and the lending library to extend children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff fully understand their safeguarding roles and responsibility. They are aware of potential signs and symptoms that a child may be at risk of abuse, including exposure to extremist views and behaviours. Staff know the procedures to follow if they are concerned about a child's welfare. Leaders know the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day, indoors and outdoors, to ensure that the premises are safe and secure. Many staff hold a current paediatric first-aid certificate to respond to emergencies quickly.

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

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

- enhance teaching skill to support children to extend their vocabulary and develop their thinking
- make the most of what is known about children to further value and celebrate their home languages and backgrounds.

## Setting details

<b>Unique reference number</b>	2655641
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10283015
<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>	90
<b>Number of children on roll</b>	82
<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 London Lane registered in 2022. The nursery is situated in the London Borough of Bromley. It is open Monday to Friday, from 7am to 7pm, for most of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 members of staff, of whom 11 hold childcare qualifications at level 2 and 3.

## Information about this inspection

### Inspectors

Jane Morgan

Kareen Jacobs

## 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 setting.
- The manager and the inspector carried out a learning walk together. They discussed the learning intent behind the educational programmes on offer.
- The inspector and the manager undertook a joint observation of activities and children, and discussed the learning that took place.
- At appropriate times during the day, the inspectors spoke to parents, staff and children and took account of their views.
- A leadership and management meeting was held with the manager, leaders and the inspectors.

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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