

Inspection of Fennies Epsom

1A, Epsom, Surrey KT19 8TH

Inspection date: 26 February 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children show very good behaviour. Older children keenly help staff with the daily routines, such as cleaning the tables and wiping up any spillages on the floor. Staff organise the learning environment well and plan stimulating activities, which further promotes children's good attitude towards learning. Children are eager to take part in adult-led activities as well as independent play. For instance, children enjoy learning how to make carrot soup and follow the clear instructions that staff give to them. Children also follow own their interests, such as making play dough creations, which they enjoy showing to their friends. This enables children to benefit from a variety of opportunities to focus their attention and actively engage in their learning.

Staff provide excellent support for children to develop their language skills. They consistently introduce new language to children. For instance, as children mix ingredients together, staff encourage them to think about whether the mixture is stiff or soft. This helps children to develop their understanding of words through physical experiences.

Children are supported well to recognise risks for themselves. For instance, staff encourage children to think about how to use the equipment safely before they start a cooking activity. They remind children of these safety rules when they observe them not using the equipment correctly. This helps children to begin to manage risks.

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

- The leadership team is strong. Overall, leaders are proactive in identifying strengths and most areas that require further attention. They create action plans so that the weaknesses they identify are appropriately addressed. Leaders place a strong focus on ensuring that children at their nursery feel heard and valued so that they can flourish and grow. This is shared with staff, who implement this well in their daily practice in order to promote children's ongoing development.
- Staff enjoy working at the nursery and overall, they receive good support from leaders to help them to understand their roles and responsibilities. Staff receive feedback on their practice, have regular discussions with leaders, and undertake appropriate training. However, staff do not always implement agreed practices effectively, such as hygiene routines and agreed plans in place to support and supervise activities. This does not fully enable staff to consistently support children well.
- Parents are very happy with the nursery. Staff work well with parents to support children's development. For example, staff encourage the two-way flow of information sharing with parents about children's daily routines. This provides

children with continuity in their care at home and at the nursery. Additionally, leaders and staff consider ways to support children's learning at home. This includes giving parents ideas for activities and outings which link directly with what children have been learning at nursery.

- The arrangements for supporting children to settle at the nursery are effective. For instance, staff share information about themselves with parents. This enables parents to talk to children about who will be looking after them at nursery so that they can become familiar with staff before they start. Additionally, staff communicate well with each other and share appropriate information when children change rooms within the nursery. Staff use this information to develop excellent bonds with children and to plan for their learning. They value children's voices and respond positively during interactions with them. This helps to build on children's confidence.
- Children benefit from a rich learning environment where they have access to a variety of experiences and activities to support their ongoing learning. For instance, leaders and staff organise different outings and visitors to the setting, such as beekeepers and bird watchers. They also teach children about different cultures, artists and types of music. This enables children to engage well in their learning and develop their understanding of their world around them.
- Staff consider ways to promote children's mathematical knowledge during daily interactions. This includes using words relating to quantity as they support children to self-serve their food during mealtimes. This helps children to develop an understanding of mathematical concepts.
- Staff support children to develop their literacy skills. For instance, they organise activities where children learn different letters and sounds. Children readily share what they know with staff and their friends. This enables staff to assess what children have learned so they can plan for children's continued learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to be more consistent in implementing agreed practices for children's care and learning.

Setting details

Unique reference number	EY481429
Local authority	Surrey
Inspection number	10377747
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	124
Number of children on roll	133
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	020 8770 3222
Date of previous inspection	4 February 2022

Information about this early years setting

Fennies Epsom registered in 2014 and is situated in Epsom, Surrey. The nursery is open each weekday from 7am until 6pm all year round. Funding is accepted for the provision of free early education for children. The nursery employs 26 members of staff. Of these, two hold a level 6, 11 hold a level 3, and five hold a level 2 qualification in childcare.

Information about this inspection

Inspectors

Hayley Kiely
Sarah Taylor-Smith

Inspection activities

- Both managers and the lead inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector carried out a joint observation of a cooking activity with both managers.
- Parents shared their views of the setting with 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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