

Fennies @ Kingshall

62 Kings Hall Road, BECKENHAM, Kent, BR3 1LS

Inspection date	19/11/2014
Previous inspection date	22/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff promote children's language development well, allowing them to become confident learners.
- The leadership of the nursery is strong. They can clearly identify target areas to work on and they strive to improve the practice in the nursery, to enhance children's learning and development.
- Robust systems are in place to protect and meet the specific needs of children who have allergies and require special diets.
- A strong key-person system is in place to promote children's learning and development.

It is not yet outstanding because

- Staff miss opportunities to extend children's curiosity and understanding of the world when the children find objects that interest them during outside play.
- Staff do not fully organise planned activities so resources are readily available to minimise disruption to children's play and learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the children's play and interactions with staff.
- The inspector reviewed documentation including a sample of children's records, developmental plans and self-evaluation.
- The inspector talked with the nominated person, manager and staff at appropriate times during the inspection.
- The inspector invited the manager to carry out a joint observation.
- The inspector reviewed risk assessments and special dietary requirement documents.

Inspector

Rebecca Hurst

Full report

Information about the setting

Fennies @ Kingshall is one of a chain of seven nurseries run by Fennies Day Nurseries Limited, which registered with Ofsted as a limited company in 2008. It operates from a detached, three-storey converted house located on a residential road in Beckenham, within the London Borough of Bromley. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year, excluding bank holidays. It is close to local amenities and transport links. The nursery is registered on the Early Years Register. There are currently 81 children on roll in the early years age range. The nursery employs 26 members of staff, 16 of whom hold appropriate early years qualifications at levels 2 to 4. A qualified teacher works with the preschool children. The nursery receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their curiosity and understanding of the world around them to enhance their learning and development
- review the organisation of planned activities, such as water play, to maximise children's enjoyment as well as their learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff promote children's learning and development well. They plan good quality activities to enhance children's learning. Staff carry out home visits for new children to get to know their starting points and specific needs. They then set up activities to replicate what the children have at home to aid their settling in. This enables children to settle quickly and staff can then plan how to progress their learning and development. Staff track the children's progress and can clearly identify areas the children are excelling in. Staff clearly identify areas they need to work on with the children and share these with the parents so they are fully involved in their child's development. The staff are also aware of working with other professionals to help the children with their overall learning and development.

Staff successfully use detailed observations to inform the planning. They clearly identify future learning for the children and use these in the focus activities to promote the children's learning and development. Staff complete summary assessments on a regular basis which are shared with the parents to show the progress their child is making. Parents share their views and the areas of learning they would like the children to work

on. Staff use these to inform the children's focus activities to help them to make good progress. Staff also complete the required progress check for two-year-old children. Staff share these with the parents so they can see the progress the children are making. Given the children's ages and stages of development, they are making good progress towards the early learning goals. They are also gaining the skills they will need for their future learning at school.

The garden is well set up to promote all children's physical development. Staff stand by the climbing frame reminding the children how to use it safely. They teach the children how to swing around the pole and come down again. This promotes the children's physical development well. It also prompts the children to think about how they are going to get down the pole.

Children enjoy learning about the seasons. The preschool staff and teacher teach them about the changes to the environment. During the inspection, children eagerly explained, during parachute play, how the leaves they have collected are falling as it is now cold. When asked what else happens the children replied that 'the birds fly south to get warm again'. This demonstrates the staff's use of good quality teaching as the children could explain in detail what happens. However, staff do not fully nurture children's curiosity during outside play. During the inspection, children found a snail and staff came over to have a look. They talked about the size of the snail, which promoted the children's mathematics development. One child mentioned that the snail shell was colourful; however, staff did not extend the child's interest to enhance their learning about the natural world.

Children of all ages thoroughly enjoy messy and creative activities. Staff plan these to work on children's future learning. Babies enjoy exploring water play. During the inspection, staff coloured it blue and used shaving foam to make shapes in the water. They also filled plastic gloves with different coloured water and glitter for the children to explore. Staff used descriptive words to describe the feel and texture of the gloves. This promotes children's language development well. Children showed great excitement, throwing the gloves into the water and looking at the reaction it had. Staff used mathematical words to describe the size of the splashes, such as 'large', 'small', 'bigger than', and 'smaller than'. This promoted children's early mathematics understanding. However, as the staff had not fully prepared the activity, they needed to keep stopping the children's play to mop the floor. As a result, the activity became disjointed, hindering learning for children.

Children's language development is further enhanced as staff gather key words in their home languages. They use these to teach the children the English words to develop their communication and language skills. This also helps the children to settle in as staff are aware of the children's needs.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the nursery. They have secure bonds with their key person, which enables the children to settle quickly to start their learning. Staff nurture children's self-esteem and their confidence well through the cuddles and reassurance they receive through the day. The children's key persons meet with the parents on a regular basis to discuss children's progress and the areas they are currently working on. Staff provide daily feedback on how the children have been and what they have been learning. Staff record any accidents the children may have had and share these with the parents so they are aware of what has happened. Children have regular nappy changes, which staff record details of. All of these processes allow staff to keep parents well informed about their children's well-being.

Children happily play and explore in the outdoor play areas. Children in the older age-group rooms are able to ask when they would like to play outside. This enables them to choose where they would like to play, enhancing their independence skills. The resources available outside enable the children to progress well with their physical development. All resources cater for all ages of children, allowing them to progress well. Children show great skill in using the climbing frame. Staff support younger children in climbing up to use the slide. Staff also teach the older children to use the pole to slide down. They remind the children not to use it unless an adult is present, and to look before they come down. This teaches the children about their own safety and being aware of others before they come down so they keep safe.

Staff promote children's health and well-being efficiently and safely. During meal times, the older children help staff to set the tables. During the inspection, staff gave each child a table to set up. Staff asked the children to count how many knives and forks they needed for each table. Children were skilled in doing this, which promotes their mathematical development well. During the inspection, when one child asked for her knives, staff asked her how many she needed. The child went back to the table, and she counted the places. She then came back and told the staff the correct number. This also promotes children's independence skills. The children from toddlers upwards all serve their own meals. This further enhances their independence skills. Staff teach children about portion control as they serve themselves. During the inspection, one child asked if he had enough, the staff replied if he thought he had enough on his plate. This requires the children to think about their portions and the amounts they need for being healthy.

All staff are consistent in their approach to behaviour management. They teach the children to use kind hands as they play and to work together. Staff explain to all children the importance of sharing resources with each other. Staff also teach the children to be aware of others as they lie down to carry out a sleeping bunnies game. This promotes children's safety as well. Given the children's ages and stages of development they all behave well. Staff teach the children what to do in an event of an emergency, through regularly practising fire drills. All areas of the nursery have working and audible fire alarms in place. These processes allow staff to keep all children safe.

The effectiveness of the leadership and management of the early years provision

The leadership of the nursery is strong. They have made significant changes to the practice in the nursery since the last inspection. They have new staff in place, who share the manager's vision for continuous improvement. Staff have been coming into the nursery at weekends to attend training events and to make changes to the rooms. This has been beneficial to the children as they have more resources in the room that promote their learning and development.

Staff have regular appraisals and supervisions. The manager is able to keep track of the staff's training needs through these and evaluations of the practice in the nursery. Staff attend regular training both in-house and through the local authority, to enhance their practice and raise quality and standards in the educational programmes for children. This also benefits the children as the staff enhance the activities they provide in the rooms. All staff are fully involved in all aspects of the evaluation of the nursery provision and how their rooms are running to bring about good learning outcomes for all children.

The nominated person made a notification to Ofsted, in line with requirements, regarding a staff member giving a child the wrong milk to drink and the child becoming unwell. The deputy manager conducted a thorough investigation and the provider dismissed a member of staff because of the incident. As a result of this incident the manager has put into place very robust systems to safeguard children and care for them in line with their specific health and dietary needs and parents' wishes. Staff code children's special dietary requirements according to their severity; they clearly record the details and care plans showing the actions to take should a child develop an allergic reaction in the nursery. The manager signs the menus to show she has checked that children with special dietary requirements have meals prepared according to their specific needs. The cook signs this as well. The cook carries out further checks when the food is given to the room leaders or staff qualified at level 3. They then sign to say they have seen the staff give the food to the children. Babies have two name labels on their bottles and only their key persons sit and give them their bottles. This further enhances the safety and welfare of the children. No further action has been taken following this incident, as the nominated person has taken appropriate action as a result of the incident to comprehensively safeguard children's welfare. The manager has implemented robust risk assessments to ensure the safety and welfare of the children regarding the provision of food and drink.

Staff have a clear understanding of safeguarding and child protection. They are all fully aware of who to report any concerns to and what they need to look out for. They have a good understanding of the nursery's safeguarding policies and procedures to protect children's welfare. The provider has robust systems in place to make sure staff are suitable to work with the children. Good recruitment procedures are in place, to further support the suitability of staff in the nursery. All staff have first-aid qualifications in place, enabling them to keep children safe from harm.

The manager and staff have a clear understanding of the learning and development requirements. They work closely with the parents and they regularly share information with them about the progress their children are making. Parents are involved in feeding back their views via the newly set up parents' forum. The manager meets with the parents to share information about how the nursery is running and changes that are happening.

For example, the manager and parents discussed the proposed changes to the room layout when the existing preschool children start school. This allowed them to share their thoughts and for the manager to explain how the changes will work and benefit their children's learning and development. Staff provide daily feedback and work with them if they have any concerns about their children's development to maintain good partnership working.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY376223
Local authority	Bromley
Inspection number	997497
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	81
Name of provider	Fennies Day Nurseries Limited
Date of previous inspection	22/04/2013
Telephone number	020 8778 4396

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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