

# Fennies Blyth Road

Alexandra House, 5 Blyth Road, Bromley, BR1 3RS



<b>Inspection date</b>	28 February 2017
Previous inspection date	31 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The new senior management team have brought inspiration and new ways of working to the setting. They have effectively addressed all weaknesses identified at the last inspection and are committed to driving improvement.
- Children are happy and keen learners. They eagerly participate in the wide range of suitably resourced activities both indoors and outside. Babies explore well-chosen play activities using all their senses. Older children become absorbed in building, creating and role play.
- Staff interact and engage with the children in a supportive and caring manner. They are sensitive to their individual needs and adapt the routines and activities to ensure children fully benefit from their time at the nursery.
- Partnerships with parents are strong. They are kept up-to-date about their child's progress and have opportunities to become involved in the nursery. For example, parents are invited to come and share books and stories in their home language on World Book Day.

### It is not yet outstanding because:

- Senior management recognise the need to focus their staff development programme on enabling room leaders and others with line-management responsibilities to supervise, coach and support staff that they manage.
- The setting is keen to build links with local schools and other community services to help better prepare children for their move onto school and other settings.

## What the setting needs to do to improve further

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

- develop programmes of continuous professional development for all staff, for example, by enabling room leaders to effectively monitor teaching and practice in their group rooms
- explore ways of building partnerships with local schools and other family services to further support children in their transition onto school and other settings.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke to staff and children at appropriate times during the day and held discussions with the senior management team.
- The inspector carried out a joint observation with the manger.
- The inspector looked at children's records and sampled a range of documentation including policies and procedures and staff suitability checks.
- The inspector spoke to parents and took into account their views and feedback.

### Inspector

Elizabeth Coffey

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery is staffed by a committed conscientious staff team who are well supported by the newly appointed senior management. Significant progress has been made to address all weaknesses identified at the last inspection. Continuous reflection and review of practice helps drive improvement. Safeguarding is effective. The provider's recruitment, induction and training procedures ensure staff are suitable to work with children. Staff follow the nursery's comprehensive policies and procedures and know what to do if there is a concern. Systems to mentor, coach and supervise staff are in place. However, this is predominantly completed by senior management. Opportunities for others with line-management responsibilities to be involved in this process are limited.

### Quality of teaching, learning and assessment is good

Staff assess children's progress accurately and plan exciting stimulating activities based on children's interests. Babies coo and babble as they join in stories, songs and games that extend their language and communication skills. They blow bubbles and play in the small roof garden exploring the toys and materials with curiosity and increasing delight. Staff build on children's interests to extend their learning. For example, when a child drops a toy into the water tray staff skilfully extend this into a water play activity introducing new words such as 'splash' and 'float'. Older children become confident counting to 10 and beyond in everyday activities such as building models with coloured blocks. Staff encourage them to problem solve and think critically as they build. Children develop skills to help them prepare for school. They recognise and write letters from their names and attempt simple mathematical calculations. Staff are keen to build links with local schools and community facilities to further support children in their move onto school or other settings.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff use simple effective means to manage children's behaviour. For example, they encourage children to use 'listening ears' and 'walking feet' in the nursery. Children help each other to understand what is safe and acceptable. When a child drops their spoon on the floor another child reminds them to get a clean spoon so they can finish their meal. Children's achievements and successes are recognised and celebrated. They proudly talk about their work and explain how they created various models and designs. Parents appreciate the daily updates and regular feedback they receive. They are highly complimentary about the staff team and the progress their children are making.

### Outcomes for children are good

Children gain the physical, personal and social skills that prepare them well for moving up within the nursery and on to school. Highly effective observation and assessment systems ensure that any gaps in children's learning are identified and addressed. All children, including those with English as an additional language develop good communication and language. Overall children across the setting make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY478297
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1082394
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	94
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Fennies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528142
<b>Date of previous inspection</b>	31 August 2016
<b>Telephone number</b>	0208 770 3222

Fennies @ Blyth Road registered in 2014. It runs from a converted building in Bromley. The nursery opens on Mondays to Fridays between 7am and 7pm, all year round. There are 22 staff who work directly with the children, 14 of whom hold recognised childcare qualifications. The nursery provides funded early education for three-year-old children.

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