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| Inspection date | 2 January 2019 |
| Previous inspection date | 24 January 2017 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 management team is very professional and enthusiastic. Managers work tirelessly to provide children with a safe and interesting place to play and learn.
- Children make good progress in their learning. They particularly enjoy outdoor play where they explore and use their imagination using a variety of stimulating resources. For example, they build with large wooden blocks, learn how to count playing skittles and have fun using their purpose-made mud kitchen.
- Children make good friendships. Staff help children to listen and develop a respect for each other. Children are eager to participate and display good behaviour and social skills.
- Staff work well with parents and other professionals involved in the children's care. Parents have many ways to share information to enable them to keep in touch with nursery life. Strong links with other specialist professionals help to build the collaborative approach to support children's individual needs.
- Children's health and well-being are supported particularly well. A qualified chef cooks nutritious meals that children enjoy. Mealtimes are positive social experiences where children learn good manners. They show an interest in the food they eat and how it helps to keep them healthy.
- Occasionally, staff do not share sufficient information about their key children with other staff members to ensure children receive consistent care when their main key person is not available.
- Staff are not fully effective in their planning for children's next steps in all areas of learning using the recently introduced system to monitor and track children's progress.

What the setting needs to do to improve further

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

- develop further the present system of sharing information about children's needs with other staff members to ensure children receive consistent care and support in the absence of their key person
- embed the new system of tracking children's progress to ensure consistency in the planning of activities and to help children reach their full potential in all areas of learning.

Inspection activities

- The inspector held meetings with members of the management team and discussed safeguarding, staff suitability and the nursery's future plans, including their self-evaluation.
- The inspector observed the quality of teaching during activities in all nursery rooms as well as outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery's deputy manager.
- The inspector spoke to staff and some parents during the inspection and took account of their views.

Inspector

Gill Cubitt

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Through consistent evaluation, managers ensure children's safety. They have made recent changes, including employment of new staff, their deployment and organisation. All staff have a very secure knowledge of how to recognise a child who is at risk of harm and how to use procedures to protect children's welfare. Staff recruitment, induction and ongoing supervision ensure all staff are suitable to work with children. Staff are very motivated and feel valued. For instance, they receive awards for excellence in their practice. They are required to complete training as part of their continued professional development. For example, a recent course has helped staff to make the most of natural resources in the environment to extend children's learning.

Quality of teaching, learning and assessment is good

Overall, staff provide children with a good range of learning experiences that engage and stimulate their interest. Staff listen to children and follow their lead. For example, during the construction of an obstacle course, children notice a bee and a ladybird. Staff redirect play to allow children to get magnifying glasses to see these in detail and discuss their differences. This helps children learn about small creatures. Babies learn how to make sounds with wooden spoons, and toddlers squeeze dough to make shapes. Staff consistently read to children, chat and count with them. This supports children's communication and early mathematical skills.

Personal development, behaviour and welfare are good

Staff organise the playrooms well. They ensure that they are maintained to high standards to welcome parents and children. Staff find out about children's needs, likes and interests before they start. This helps children to settle well and form positive relationships. Staff praise and celebrate children's achievements to help to boost their confidence and self-esteem. Children have plenty of opportunities to be active outdoors. They thrive on taking part in physically demanding activities, such as balancing on obstacle courses. Younger children learn the parts of their body and staff extend this for older children. For example, they learn about how their bodies work and how to keep healthy.

Outcomes for children are good

Children are curious learners and are keen to take part in activities. They learn a good range of skills that prepare them well for their next stage in learning and school. Babies and toddlers are confident communicators. Older children quickly learn to recognise their names and practise writing using resources, such as the interactive board. Children also learn how to make and write envelopes for posting. They recognise colours and persevere to solve problems, such as matching shapes and puzzles. Children explore how to create pictures using different materials to help to develop their imagination and thinking. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Setting details

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| Unique reference number | EY376200 |
| Local authority | Croydon |
| Inspection number | 10089256 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 97 |
| Name of registered person | Fennies Day Nurseries Limited |
| Registered person unique reference number | RP528142 |
| Date of previous inspection | 24 January 2017 |
| Telephone number | 078087 97984 |

Fennies at St Augustines is one of eight nurseries owned by Fennies Day Nurseries Limited. The nursery is located in South Croydon, Surrey. It is open each weekday from 7am to 7pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 18 staff who work with the children, of whom 16 hold relevant childcare qualifications at level 2 and 3.

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