

Fennies Addiscombe Road

92 Addiscombe Road, CROYDON, CR0 5PP



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| Inspection date | 19 October 2016 |
| Previous inspection date | 30 October 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Children arrive at nursery happy and eager to learn. They access a range of exciting and well-planned activities. This supports them to make good progress in their learning.
- Partnerships with parents are strong. Parents are highly positive about the care and learning their children receive. They use the range of resources in the lending library to support their children's learning at home.
- Children form secure attachments with their familiar adult. Young children approach adults for a reassuring hug and babies snuggle up close to adults to share a picture book or to play 'peek a boo'.
- Older children enthusiastically take part in group discussions. They put up their hand so others know they have something to share. They talk about what they learn through nursery themes, such as 'Black History Month'.

It is not yet outstanding because:

- Leaders and managers are in the process of supporting room leaders to use the system for checking the quality of provision to ensure practice is consistently of a very high standard.
- During some routine times, adults do not routinely make the most of opportunities to help children develop their independence, particularly in the pre-school room.
- On occasion adults do not extend and challenge children's speaking skills further. For example, they do not let younger children respond to one question before asking the next.

What the setting needs to do to improve further

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

- support staff to make the most of opportunities to help children develop their independent skills further, particularly during some routine times, such as meal times
- support room leaders to implement the system for monitoring the quality of teaching so practice is consistently of a very high standard
- help all staff to further develop children's speaking skills, by for example, allowing time for young children to respond to one question before giving them the next.

Inspection activities

- The inspectors observed activities both inside and outdoors.
- The inspectors spoke with members of staff, including room leaders and children at appropriate times during the day.
- The lead inspector carried out joint observations with both the deputy and the nursery manager.
- The lead inspector held a meeting with the provider, manager and deputy manager.
- One inspector held a meeting with the organisation's quality improvement manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at children's records, planning documentation, the organisation's own evaluation of the quality of provision, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspectors

Wendy Ratcliff HMI / Seema Parmar

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are passionate about their work and instil confidence in the staff team. Staff feel supported in their roles and welcome the 'open door' policy. This allows them to seek regular help and support about their work. Supervision and team meetings are used well to help staff improve their practice. For example, a development plan is attached to each supervision and this informs individual training needs. Safeguarding is effective. Staff have a secure knowledge and understanding of the action to take if they have a concern about a child or the behaviour of another member of staff. Recruitment is thorough and ensures staff are suitable to work with children. Leaders and managers observe practice to check what works well and identify what needs to improve. There are well-founded plans in place to support room leaders to use the nursery's monitoring systems to ensure any variability in practice is eliminated.

Quality of teaching, learning and assessment is good

Children across the nursery confidently make choices about their play. Outside boy's become absorbed in their play at the dinosaur swamp. Adults talk with children about their play and introduce new vocabulary. Children describe how their dinosaurs 'stomp' in the slime and eat the leaves. However, on occasion, adults do not extend and challenge children's speaking skills further, particularly for the younger children. Children in the pre-school room have opportunities to count as they play. They have a range of opportunities to make marks and practice mark making as they form the letters in their name. Younger children enjoy favourite action songs. They show delight as they use actions to make the car go faster and the wipers on the bus move.

Personal development, behaviour and welfare are good

Staff get to know children well when they first start at nursery. Adults respond well to babies as they communicate through facial expression. Babies gain an awareness of themselves as they look in the mirror. In the sensory area they use touch and feel as they explore different textures. Adults involve children in decision making. For example, in the bumblebees room, children decide to change the home corner into a doctor's surgery. Children in pre-school behave well. They take turns and understand what is expected. Children sit in small groups at lunchtime and socialise with their friends as they enjoy healthy meals. Younger children comment that their food is 'yummy' and 'delicious'. However, during some routine times, such as lunchtime, adults do not consistently make the most of opportunities for children to develop their independent skills.

Outcomes for children are good

Children make good progress in their learning from their starting points. Pre-school children gain the skills they need to be ready for the move to school. They are inquisitive learners and lead their own play. Outside children visit the shop to buy resources to make tea. They recognise a range of packets and food items that they have at home and make links to their own and other's cultures. Leaders and managers are developing a system for tracking children's progress. They are using this to identify gaps in learning, for example, they recognise younger boys do not do as well as girls in their speaking skills.

Setting details

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| Unique reference number | EY376233 |
| Local authority | Croydon |
| Inspection number | 1074519 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 104 |
| Number of children on roll | 127 |
| Name of registered person | Fennies Day Nurseries Limited |
| Registered person unique reference number | RP528142 |
| Date of previous inspection | 30 October 2013 |
| Telephone number | 0208 770 3222 |

Fennies at Addiscombe Road is one of eight nurseries owned by Fennies Day Nurseries Ltd. The nursery is open each weekday from 7am until 7pm for 51 weeks of the year. Children are cared for in one of seven playrooms; there are two baby rooms, four toddler rooms and one pre-school room. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports children who speak English as an additional language and children with special education needs and/or disabilities. The nursery employs 38 staff. 36 work directly with children. The manager and 25 staff hold relevant childcare qualifications.

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