

| | |
|--------------------------|-----------------|
| Inspection date | 24 January 2017 |
| Previous inspection date | 9 October 2012 |

| 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

- The nursery is well organised. Staff are skilled at helping new children settle in. Familiar routines and a well-established staff team ensure consistency and stability in care and practice.
- The premises are clean, bright and welcoming. A wide range of interesting activities and resources are accessible to the children both indoors and outside.
- Parents have good opportunities to be involved in nursery life. Regular newsletters, parents' evenings, social events and a parents' forum all help to ensure they are kept up-to-date with developments at the nursery.
- The staff work well together as a team. They are good role models, treating each other and the children with respect.
- Teaching across all age groups is consistently good. Children are keen, eager learners who are well prepared for starting school.

It is not yet outstanding because:

- Senior management are in the early stages of supporting staff to implement updated systems for observation, assessment and planning.
- Opportunities for parents to build on what their child is learning at nursery are not always fully promoted.

What the setting needs to do to improve further

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

- embed the recently updated systems for observation, assessment and planning to help promote all children's progress as fully as possible
- explore ways of involving parents more fully in building on what their child is learning at nursery, for example, by raising awareness of resources that are available for parents to borrow to extend their child's learning at home.

Inspection activities

- The inspector observed activities in all group rooms.
- The inspector spoke with senior management, members of staff and children at appropriate times during the day.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with parents and took account of their views and written feedback to the nursery.
- The inspector looked at children's records, the setting's own self-evaluation, evidence of staff suitability and a range of other documentation including policies and procedures.

Inspector

Elizabeth Coffey

Inspection findings

Effectiveness of the leadership and management is good

Senior management successfully inspire and lead a committed staff team. Safeguarding is effective. Rigorous systems are in place to ensure staff are suitable to work with children. Regular supervision and appraisals help staff reflect on their practice. Continual professional development is encouraged. All staff are supported to advance their skills and qualifications to improve their practice.

Quality of teaching, learning and assessment is good

Staff know the children well. They skilfully build on children's interests and adapt activities to ensure children remain engaged and challenged. For example, when children start to make marks on a wet window staff encourage them to write letters of their name in the condensation. Their learning is further enhanced as they move on to trace out letters in a large tray of flour. Babies and toddlers eagerly join in action songs and rhymes. They clap and bounce and move their bodies in time with the familiar rhythm. Systems for assessing and planning for children's learning have recently been revised and updated. These help to identify, with even greater clarity, what children can do and how to support their future learning. Staff are keen to embrace and embed these systems to further improve outcomes for children.

Personal development, behaviour and welfare are good

Children are secure in the setting and confident. They readily approach adults for help and reassurance. Staff work closely with parents to help new children settle. Children learn about acceptable behaviour and are encouraged to share and take turns and treat each other and the environment with care and respect. Staff praise good behaviour and any minor issues are quickly resolved through discussion. Routines are adapted to ensure babies and young children's personal care needs, such as sleep and nappy changing, are met. As children grow older their personal care skills and independence increase. They help tidy up after activities, wash their hands and help prepare the table for lunch. Daily outdoor play helps children stay active and healthy. Fresh fruit and water are set out by the front door to enable children to have a 'healthy snack' on their way home. A range of resources including cookery cards and reading sacks are available for parents to use at home with their children. However, few parents are aware of these resources and as a result do not borrow them to help extend their children's learning.

Outcomes for children are good

Children are enthusiastic learners. They eagerly join in the wealth of stimulating activities that support their all-round development. Children develop their language, physical, mathematical and creative skills as they join in activities and games. They enjoy dressing up as superheroes and whoop with delight as they pretend to fly across the room. Children help feed and care for the nursery pet rabbit. If parents wish, their child can take the rabbit home and care for them over the weekend. Children proudly talk about this experience and share the rabbit's diary, complete with pictures and stories, about their 'adventures'. Children are well prepared for their transition onto the next stage of learning and for starting school.

Setting details

| | |
|--|-------------------------------|
| Unique reference number | EY376200 |
| Local authority | Croydon |
| Inspection number | 1076506 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 98 |
| Name of registered person | Fennies Day Nurseries Limited |
| Registered person unique reference number | RP528142 |
| Date of previous inspection | 9 October 2012 |
| Telephone number | 020 868 65474 |

Fennies at St Agustines is one of eight nurseries owned by Fennies Day Nurseries Ltd. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. Children are cared for in one of five playrooms, there is one baby room, three 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 educational needs and/or disabilities. The nursery employs 23 staff of whom 22 work directly with children. The manager and 14 staff hold relevant childcare qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

