

# Inspection of Fennies @ Woodham House

Woodham House, Carlton Road, WOKING, Surrey GU21 4HE

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Inspection date: 27 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily leave their parents and enter their nursery room. They display high levels of respect and strong bonds are in place between them and staff. Children enjoy using containers to pour different materials between them, such as seeds, rice and water. They learn about shape, size, colour and textures as they play, and staff carefully build on their knowledge. Most are extremely confident to approach new people, and staff reassure less confident children, saying, 'It is okay to talk.' Children gain an understanding of their similarities and differences, and staff use practical experiences to develop their awareness of other cultures. For example, during Diwali, staff shared their own heritage. They helped children to make samosas, dress up in saris and play authentic instruments. Babies enjoy rolling, patting and cutting biscuit shapes to help their friends celebrate Thanksgiving.

Children develop an extremely positive attitude to their learning and staff encourage a 'have-a-go' approach. Children demonstrate high levels of self-control and excellent behaviour. They are aware of the nursery's rules, and pre-school children are able to explain these to adults. They share why only two children can safely use the woodwork bench together and the need to wait for an adult before entering the front room. Children learn to take turns and share, and say 'sorry' to their friends when a bump or accident occurs, often giving them a hug.

## **What does the early years setting do well and what does it need to do better?**

- The management team demonstrates an effective commitment to improve. It now empowers staff to provide an environment and interactions that build on children's skills for their future learning, and this is all being embedded in practice. Since the last inspection the management team has made changes to staff supervision, monitoring of staff practice and the implementation of the curriculum.
- Staff know the children really well and take highly effective action to support and engage them in their learning. The management team monitors children's overall progress and liaises with staff to identify emerging needs. It works with parents and other professionals and promptly closes any emerging gaps. Children, including those with identified needs, receive encouragement and support to take part in experiences that staff tailor to meet their needs.
- Staff make good use of their own knowledge and skills to build on 'in-the-moment' experiences with the children. For example, staff read a book about a skeleton and the two-year-old children wanted to make one for themselves. They drew around a child and used reference books and staff discussion to add cardboard tubes to their picture to depict the different bones. Staff encourage them to feel their own bones and muscles as a comparison, and talked about

healthy living and how muscles help their bones move. After children discussed Christmas lights, staff encouraged them to make their own glittery stars.

- The management team and staff have high expectations for all children. They monitor the quality of teaching and the curriculum, and encourage children to take the lead when they play. Staff position themselves to be able to interact and support children's learning without leading them.
- All staff encourage children to build on their physical skills and coordination. The well-equipped outdoor play area enables children to manoeuvre over hills, crawl through tunnels, climb on steps and hide in a 'grotto' cave. Staff encourage babies to pull themselves up on the furniture in preparation for walking. However, currently there are few opportunities for them to 'cruise' between pieces of furniture or use equipment to walk around the room for themselves.
- Children attend from a wide variety of cultural backgrounds. Staff encourage parents to share familiar words in children's home language to help settle them and build on their communication. However, this information is not consistently shared across the nursery team, to help increase all children's understanding of other countries further and assist new children and parents right from their start.
- Parents state that the partnership with staff has greatly improved since the last inspection. They share how much their children now enjoy coming to nursery and identify the improvement in their attitude to learning. Parents and staff talk daily. Parents see their children's progress in the online learning journal and add details to show what they have done with their children at home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure understanding of what to do if they have a concern for a child's welfare. They regularly update their safeguarding knowledge to help remain up to date with current procedures. Staff each have the safeguarding contact numbers to call printed on their lanyard passes so they are readily accessible. Entrance to the provision is monitored and each room is secure to help protect children from unauthorised visitors. Staff complete daily risk assessments and ensure the environment is safe for children to play in.

## What does the setting need to do to improve?

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

- increase opportunities for babies to develop their weight-bearing skills and manoeuvre themselves around the room independently
- monitor the sharing of knowledge around children's home languages and their heritage between the nursery rooms, to enhance children's awareness of these and even better support new parents and children right from the start.

## Setting details

<b>Unique reference number</b>	EY547466
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10103622
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	123
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Fennies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528142
<b>Telephone number</b>	0208 7703205
<b>Date of previous inspection</b>	10 April 2019

## Information about this early years setting

Fennies @ Woodham House registered in 2017. It is one of 11 nurseries owned by Fennies Day Nurseries Ltd. The nursery is open each weekday from 7am to 7pm, for 51 weeks of the year. It receives funding for the provision of free early education for children age two, three and four years. The nursery employs 26 staff, including the chef. Of these, two hold a relevant qualification at level 6, one holds a qualification at level 4, seven hold a qualification at level 3 and seven hold a qualification at level 2.

## Information about this inspection

### Inspector

Anne Nicholson

## Inspection activities

- The inspector, manager and deputy carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector spoke with the management team, staff, parents and children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the nursery's reporting procedures.
- The inspector spoke to the management team and staff about their professional development and how they evaluate their practice and the provision.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and children's developmental records.

We carried out this inspection 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.

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