

Inspection of Fennies Ealing

29a Junction Road, London W5 4XP

Inspection date: 18 July 2025

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff do not assess and manage risks effectively in the setting. Furthermore, leaders do not maintain a good overview of practice, to ensure that all staff consistently implement the setting's policies and procedures. This compromises children's safety and welfare.

Despite these significant weaknesses, staff support children's learning and development well. They implement a broad and ambitious curriculum, which helps to prepare children for their next stages in learning. For instance, staff encourage children to build progressively on their independence at mealtimes. Therefore, by the time children reach pre-school age, they confidently serve their own meals, eat with a knife and fork and scrape their plates when they have finished. This sets them up well for starting school. Staff consider children's individual interests and provide a good range of experiences, which motivate their play and foster their positive attitudes to learning.

Staff model polite and respectful behaviour to children, such as by asking them if they are ready to have their nappies changed. They praise children often and use games and activities to promote sharing and turn taking. This supports children's positive behaviour well. However, although staff develop strong attachments with children, to nurture their emotional security, this is undermined by the weaknesses in safeguarding. Therefore, children's personal development and well-being are not assured.

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

- Leaders do not monitor staff's practice effectively, to ensure that they consistently implement agreed policies and procedures. Although staff have read the policy relating to children's safety in hot weather, they do not follow the procedures within it. For example, staff take babies outdoors to play on hot and sunny days, without offering shade or ensuring that babies wear sun hats provided by parents and carers. This compromises children's safety and well-being. Furthermore, it does not provide children with consistent messages around keeping safe.
- Risk assessments are not always effective to keep children safe. Leaders have identified the significant risks around leaving the reception area unattended when parents and children are arriving. However, the measures in place to mitigate this are not effective. This allows people, including strangers, to enter the setting without staff's knowledge. Leaders rely on electronic locks to prevent unauthorised access to the rooms where children are cared for. However, parents are not always supervised by staff when leaving rooms, to ensure that this does not happen. This does not promote children's safety.

- Staff have a good understanding of the provider's curriculum and generally implement this effectively throughout the setting. They support children's learning well, including for children with special educational needs and/or disabilities (SEND). Staff implement children's individual plans and work closely with parents, to provide the support that children need. Leaders use children's additional funding to purchase resources which enhance their learning. This helps all children to make good progress from their starting points in development.
- Staff create exciting learning experiences for children, based on their current interests and fascinations. For instance, staff and toddlers re-enact a favourite story about a bear hunt. Staff provide resources such as 'wavy grass', 'oozy mud' and 'splshy water' for children to explore. This helps to bring the story to life and fosters children's enjoyment of learning. Children gain a better understanding of new vocabulary as they experience actions and textures alongside hearing the words.
- Staff value their partnerships with parents. They ensure that there is a good exchange of information to support children's care and development. This includes sharing photos of children's activities and details of their next steps in learning via an online app. Staff encourage parents to be involved in their children's early educational experiences. For example, they offer stay-and-play sessions in the setting and provide books to read with children at home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support and train staff to consistently implement the setting's policies and procedures, particularly relating to children's safety and welfare in hot weather	22/09/2025
review and improve the arrangements for security, to prevent unauthorised people from gaining access to the premises	22/09/2025

put effective risk assessments in place and ensure that these are implemented by leaders and staff, to help ensure children's safety and well-being.	22/09/2025
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Setting details

Unique reference number	2738945
Local authority	Ealing
Inspection number	10412118
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	100
Name of registered person	Fennies Day Nurseries Limited
Registered person unique reference number	RP528142
Telephone number	02087703222
Date of previous inspection	Not applicable

Information about this early years setting

Fennies Ealing registered in 2023 and is part of a chain of nurseries operating in London and the South East of England. The setting is located in the London Borough of Ealing. It operates all year round, from 7.45am to 6pm, Monday to Friday, except for the Christmas holiday period. The setting also offers an early drop off from 7am by arrangement. The provider employs 36 members of staff, 25 of whom have childcare qualifications ranging from level 2 to qualified teacher status. The setting offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about the provider.
- Managers showed the inspector around the childcare premises. They explained the curriculum and the provision are organised to promote children's welfare and learning.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- Leaders met with the inspector to discuss matters such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences of the setting with the inspector at appropriate times during the inspection.

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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