

# Griffin School

Inspection report for early years provision

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<b>Unique reference number</b>	161965
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Carole Argles
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Griffin School was registered in 2001 and is privately owned. It operates from converted premises on the edge of Salisbury, Wiltshire and serves families over a wide area. The school is open each weekday from 8.00am until 6.30pm, for 51 weeks of the year. It offers nursery sessions in addition to before and after school care and a holiday club. The setting accepts funding for early years education.

The setting is registered on the Early Years Register and a maximum of 56 children may attend at any one time. The provider also offers care to children aged over five years to 12 years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 114 children aged from two to eleven years on roll, most in part-time places. This includes, 49 children who are in the early years age group. The nursery currently supports a number of children who have special educational needs and/or disabilities and children who speak English as an additional language.

The proprietors and 11 staff work with the children. One of the proprietors and another member of staff hold qualified teacher status. Seven other staff have appropriate early years qualifications to National Vocational Qualification at levels 2 and 3. Several members of staff are extending or working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy at this inclusive setting where staff generally support their welfare and development successfully. They take part in a wide variety of interesting activities and outings and make good progress in their learning. Most children's individual needs are met effectively because staff work closely with parents and others people who are involved in their care. There is a positive attitude towards further improvement. The staff regularly undertake training and the providers continue to make changes that enhance the outcomes for the children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate record of the hours of children's attendance (also applies to the both parts of the Childcare Register) (Documentation). 10/02/2010

To further improve the early years provision the registered person should:

- extend the key person system to involve more staff in monitoring and

planning the welfare and learning of the children and liaison with their parents

- develop the partnerships between staff and others working with the children to ensure that there is a consistent approach to their development.

## **The effectiveness of leadership and management of the early years provision**

Most of the policies and procedures necessary to support children's safety, wellbeing and welfare are implemented effectively. Correct recruitment procedures ensure that all staff and students are suitable to work with children. Adults who have not been vetted are always supervised. Staff have a sound understanding of safeguarding issues and know what to do if there are concerns about the welfare of a child. Most of the required records and consents are in place. However, the register does not show when some children leave the premises. Therefore, there is no accurate record of their hours of attendance or who is present in the event of an emergency. This is a breach of the requirements. Detailed risk assessments are carried out on all aspects of the children's care and before any outings. Staff check the premises daily and take sensible precautions to keep children safe. They create an attractive and stimulating environment where children can take part in a wide range of activities and act independently. There is a very good range of toys and resources that provide interest and challenge for all. Staff maintain good hygiene and take steps to reduce cross infection. Children receive nutritious cooked meals and snacks and have drinks readily available at all times. Staff cater for specific dietary requirements and vegetarian alternatives and halal meat are provided.

Parents receive comprehensive information on all aspects of the provision and the activities and outings taking place. They have a friendly relationship with staff and there is a good exchange of information between them. This ensures that children's individual needs are met effectively. Staff keep parents up to date their child's progress through daily discussions and regular meetings. They encourage them to take an active role in their learning at home. There is a planned and consistent approach to the development of children who have special educational needs because staff work closely with speech therapists and other professionals involved in their care. However, staff have not established ongoing links with teachers who work with some of the older children to make sure there is continuity with their development at school.

The providers have successful systems in place to monitor and evaluate how well they support children's learning and welfare. They seek the views of staff and parents and act on advice from early years advisors. This allows them to prioritise areas for further improvement. Since the last inspection, there have been positive changes that have benefited the children. For example, there is now greater use of the outdoor area and staff have revised systems for monitoring and planning children's learning and progress.

## **The quality and standards of the early years provision and outcomes for children**

The children are settled and confident. They show that they feel safe and comfortable with the staff and readily go to them if they need assistance. The children generally behave very well and play cooperatively together. They develop good social skills and are polite to others. Staff manage behaviour positively and have age-appropriate expectations for the children. They help them consider the consequences of their actions, for example, reminding them that they may fall if they climb on furniture. Children develop good self-esteem. They receive praise and recognition for their achievements and there are many displays celebrating their artwork. Gold stars are awarded for significant successes. There is a wide range of resources that reflect the backgrounds of the children attending and people in the wider world. Notices displayed around the setting routinely show a variety of languages and scripts. The children celebrate festivals and take part in music, craft and cooking activities to help them find out about their own and others' cultures and traditions. This encourages them to be tolerant and accepting of others.

The children are grouped appropriately by age and ability and staff liaise with their parents to ensure that there is a smooth transition between classes. There is a balance of adult-led activities and times when children can make choices and initiate their play and learning, selecting resources independently. Staff plan an exciting programme of themed activities and outings but they are adaptable, allowing children time to follow their interests. They observe the children as they play to see what they can achieve. They use this information to build on what they can already do to ensure the children make good progress. This approach is generally very effective and most staff have a clear understanding of their individual needs. However, the key person system is not securely established and few staff are fully involved in planning and monitoring children's progress or liaising with parents. This mainly affects some children attending the out of school care as their individual requirements are not always met as effectively.

The children gain many skills that will help them in their future lives and are encouraged to adopt safe and healthy lifestyles. They learn good hygiene routines and know why this is important. During pretend play, a child reminds a member of staff to wash her hands before eating. Staff teach children about safety, for example, talking about fire and matches as they light candles. The children are encouraged to be active and some go to weekly swimming lessons. They play outside daily and use a good variety of resources including wheeled toys and challenging climbing apparatus. Language and communication skills are given high priority by the staff who interact well with the children, talking with them as they play. They ask questions that encourage children to think further about what they are doing and to talk about themselves. Simple signing and pictures are used successfully to aid communication with children whose first language is not English or who require additional support. Children enjoy books and stories and listen attentively at group times. There is an extensive library of books for children to take home. Many children recognise their names and some children are able to read a more extensive range of words. Children use computers to support their

learning and listen attentively to match sounds in an activity. The children enjoy their time at the nursery and are motivated to learn. Many show sustained involvement and a readiness to solve problems, for example, persisting until they have completed a puzzle.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 10/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 10/02/2010