

The Griffin School

154 Castle Road, Salisbury, Wiltshire, SP1 3SA



Inspection date

Previous inspection date

10 July 2017

3 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 make good progress and develop a wide range of skills. Staff observe children's play regularly. This helps them to plan relevant learning experiences.
- Children are happy learners who eagerly engage in the wide range of activities that staff provide. Staff arrange a good selection of outings in the local area to help children experience real-life activities to support their learning. For example, they all had a train ride to the seaside.
- Children have good relationships with staff. They settle easily and behave well. Staff make time for parents and children at the start of each day. They help the less confident children engage in activities as soon as they arrive. This helps parents to leave their children confident they are happy and settled.
- Relationships with parents are good. Parents enjoy providing photographs of what the children do at home. They like to read about their children's activities. The system provides them with easy access to their children's progress in learning.
- The manager has established good links with local schools. She works closely with them to secure successful transitions. Children are well prepared for the next stage in their learning.

It is not yet outstanding because:

- Staff do not consistently stretch the most able children to develop their imaginations and curiosity.
- Staff miss opportunities to encourage children's independence skills when they eat.

What the setting needs to do to improve further

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

- stretch the most able children in their taught sessions to help develop their imaginations and curiosity further
- provide children with more opportunities to develop their independence skills when they have snack and lunch.

Inspection activities

- The inspector assessed the steps the management has taken to address the weaknesses from the last inspection.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked the setting's safeguarding procedures through the scrutiny of documentation, observation of children at play and discussion with the staff.
- The inspector observed the quality of teaching and learning in the playrooms and outdoor play areas.
- The inspector and the manager completed a joint observation.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

Management has made significant improvements to its practice since the last inspection. It has improved the evaluation of the setting, training for staff and monitoring of children's progress throughout the year, including those who attend summer school. Self-evaluation is accurate, and management has a good view of the strengths in the teaching, learning and assessment. The management has a good knowledge and understanding of how young children learn and this helps it to motivate and inform the staff about relevant changes in practice to meet the needs of the children. The staff work well as a team and are consistent in their expectations of behaviour for the children. Staff have received training and support to help them keep children safe. Safeguarding is effective. All staff know how to seek extra help if they have concerns about children's welfare and care.

Quality of teaching, learning and assessment is good

Staff plan exciting activities, informed by their thorough assessment of each child. This helps to motivate and engage children from their individual starting points. For example, at the start of the morning the children and adults talk together in Spanish. Children learn to say hello, goodbye and to count to 20. Children enjoy going on visits to places in the community. In this year's topic children have experienced steam engines, Victorian classrooms, life in the Iron age and being a Roman. Children enjoy painting and making a collage of the seaside. Younger children enjoy being independent and happily tidy the classroom, matching the fruit into the right coloured boxes.

Personal development, behaviour and welfare are good

Children are very settled and have very strong relationships with the adults. They understand the daily routines and respond to staff's instructions quickly. Children behave very well and understand safety. They line up and walk upstairs carefully. Children enjoy playing outside. There is a good selection of activities that supports children's physical development. For example, they dress up as pirates and run and chase each other for the treasure. The younger children enjoy cooking a cake in the mud kitchen.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, are supported to make good or better progress. Children develop the basic skills they need for future learning and for school. They have a good command of language, communicate clearly and listen well. All children successfully learn languages in addition to English. Children are confident to write their own names. They begin to read and use their knowledge well to recognise their names and read labels. Children cooperate well with each other and staff. They share the equipment well and build on each other's ideas.

Setting details

Unique reference number	161965
Local authority	Wiltshire
Inspection number	1067279
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	2 - 5
Total number of places	56
Number of children on roll	30
Name of registered person	Christine Hind and Gillian Taylor Partnership
Registered person unique reference number	RP907225
Date of previous inspection	3 August 2016
Telephone number	01722 416282

The Griffin School registered in 2001. It is privately owned by two directors. The group is open each weekday from 7.15am 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 group receives funding for the provision of free early years education for children aged three and four years. The group employs seven members of staff; of these, one is a qualified teacher, one holds an early years qualification at level 6, and four hold an early years qualification at level 3.

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