

Inspection of Girotondo

199 Southfield Road, London, Middlesex W4 5LB

Inspection date:

1 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 do not ensure that required staff recruitment and vetting checks are recorded before allowing new staff to work with children unsupervised. This means that children's safety cannot be assured. In addition, staff qualification requirements are not consistently met. Despite these oversights, overall children enjoy attending the nursery. They have a good bond with staff, who express that they have high expectations for all children. For instance, children enjoy discussing colours and parts of the body when painting with watercolour paints and delight in exploring artificial snow when participating in a Halloween-themed messy play activity. They also benefit from a rich array of experiences that help to develop their creativity and knowledge of the world. For example, children experiment with clay and play imaginatively with construction and small-world materials. Staff are positive role models and frequently encourage and praise children's efforts and achievements. They also offer explanations about expected behaviour. However, on occasions, some children find it difficult to share and regulate their own behaviour. At times, this leads to the environment becoming quite loud and does not support children's opportunities to fully concentrate and engage in their learning. Overall, staff are responsive to children's interests and needs. However, on occasions, they miss opportunities to extend children's learning.

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

- Staff recruitment and vetting procedures are not rigorous enough to ensure children's safety. Although leaders complete Disclosure and Barring Service (DBS) checks for all staff, they do not ensure further suitability checks are recorded before allowing staff to work with children unsupervised. This compromises children's overall safety.
- Staff qualification requirements are not met. The provider is currently checking whether some staff qualifications are suitable. However, at present she cannot be assured that statutory requirements are being met. Additionally, there are occasions when there is not a first aid trained adult on site when children are present.
- At times, some children find it difficult to manage their emotions and to play alongside others harmoniously. Staff are working hard to support these children. However, the behaviour management strategies that are in place are not always effective. At times, this leads to the classroom becoming quite loud, which means that some children find it difficult to concentrate and focus on their play and learning.
- Overall, staff make learning enjoyable and interesting, and children make progress in relation to their starting points. On occasions, staff miss opportunities to fully extend and challenge children's learning. For instance, they do not extend children's vocabulary or fully encourage children to make

predictions and extend their thinking skills.

- Leaders regularly evaluate the provision and gain feedback from parents and children to make future improvements. Although they strive for high-quality care and education, they have not addressed key weaknesses in terms of recruitment and staffing qualifications to ensure children's overall safety and welfare.
- Staff have sufficient knowledge of how children learn and develop. Overall, they provide a varied curriculum that helps children to develop new knowledge and essential skills for future learning.
- Children benefit from daily opportunities to be active and to learn about the local community. This is evident when they visit local parks, shops and the library.
- Staff closely observe and assess children's progress. They keep parents well informed about their children's development. This is illustrated when they send daily photographs and updates to parents and compile weekly newsletters to inform parents of their intent of the curriculum and educational programme.
- Parents are very positive about staff and their experiences at the nursery. They state that staff are 'kind' and 'welcoming', and that they can see progress in their children's learning.
- Leaders monitor the quality of teaching and provide staff with feedback on how to continue to improve their personal effectiveness and teaching skills. Staff have opportunities to develop their knowledge and skills. For example, some staff have first-aid training and all complete initial safeguarding training when they first start.
- Children are supported to adopt healthy lifestyles. For example, they eat a range of healthy snacks and meals and engage in daily exercise indoors and outdoors.

Safeguarding

The arrangements for safeguarding are not effective.

Although leaders take steps to check the suitability of staff members by obtaining DBS checks, they do not ensure that other vetting processes are rigorous enough and appropriately recorded. This means that, on the day of inspection, evidence was not seen to ensure that children's safety is fully assured. Despite this, staff display appropriate safeguarding knowledge. They are able to discuss potential signs and symptoms that may indicate children are at risk of harm. They understand what action needs to be taken to seek additional support to help to protect children's welfare. Staff carry out daily risk assessments to help minimise hazards in the classroom, and children wear high-visibility vests on outings to help to promote their well-being.

What does the setting need to do to improve?

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

	Due date
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ensure safer recruitment procedures are followed so that there is no occasion when staff who are not fully vetted are left unsupervised with children	29/11/2019
ensure required staff qualification requirements are being met	29/11/2019
ensure that at least one person who holds a current paediatric first-aid certificate is on the premises at all times when children are present.	29/11/2019

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

- strengthen and further embed behaviour management strategies already in place to further support children to understand about boundaries and what is expected of them
- consider the planning and organisation of different activities to further enhance children's opportunities for concentration and engagement
- build on opportunities to provide children with even greater challenge during play to support their learning to the highest level.

Setting details

Unique reference number	EY558218
Local authority	Ealing
Inspection number	10129542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	Girotondo Schools Limited
Registered person unique reference number	RP558217
Telephone number	07884041274
Date of previous inspection	Not applicable

Information about this early years setting

Girotondo registered in 2018 and is located in the London Borough of Ealing. The nursery opens Monday to Friday from 7.30am until 6.30pm, for 51 weeks. There are seven employed members of staff. The manager holds an early years qualification at level 7 and other staff are qualified at level 6 and level 3. The nursery accepts funding for three- and four-year-old children. The nursery follows the Reggio Emilia philosophy of teaching.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- This inspection was prioritised due to risk assessment concerns.
- The inspector carried out a learning walk with the manager.
- A joint observation was carried out with the manager to assess the quality of the teaching.
- A range of parents were spoken to and their views were taken into consideration.
- The inspector looked at a range of essential documentation such as staff DBS checks and qualification certificates.

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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