

Inspection of Nurseries by Gymfinity Kids

45 Garratt Lane, LONDON SW18 4AD

Inspection date: 7 October 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

The weaknesses in leadership and management have an impact on the overall effectiveness of this early years setting. Children's safety cannot be assured, due to staff's poor risk assessments. Children, particularly those with special educational needs and/or disabilities (SEND), do not have suitable support and opportunities to make steady progress in their learning and development. Staff do not have high expectations of children. The curriculum is not suitably ambitious to help children progress to the next stage in their learning. Staff do not suitably challenge some children to move them forward in their learning.

Children lack support with communication and language development. Some staff fail to engage with children in meaningful conversations. Although children are happy and eager to learn, staff are often busy completing different tasks and not paying much attention to children. Some staff are not skilled enough to engage with children appropriately.

Children are active and confidently master their physical skills. They practise a range of skills, such as how to balance, jump, catch and throw. Children receive clear instructions from staff and learn to behave well. They are tolerant towards each other, negotiate and share with their friends.

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

- The provider does not monitor the running of the setting effectively to identify weaknesses in this early years provision. The provider is not looking after staff's well-being appropriately. Leaders, managers, and staff are overloaded with duties and cannot offer good quality care and education to children who attend. Although leaders and managers took steps to complete actions previously set, other significant breaches have been identified.
- All staff lack regular supervision, support, and professional development opportunities to ensure they deliver high-quality learning experiences for all children. Although there is an adequate number of qualified staff to work directly with children, the managers are often part of the ratio, preventing them from leading the setting successfully.
- Leaders and managers fail to ensure the safety and suitability of the resources and equipment that children use. For example, they allow young children to explore their senses with unsuitable shaving foam. In addition, staff do not realise that some equipment is beginning to fall apart. This puts children at risk of harm.
- Staff do not support children with SEND. Children do not receive appropriate support in a timely manner to help them progress. This has a significant impact on their future learning and development.

- Staff miss several opportunities to interact with children appropriately. Although staff observe and assess children's learning, they do not plan effectively to help individual children develop. Some tasks that staff ask children to complete are either too advanced or very basic, preventing children from progressing in their learning.
- Some staff do not have sufficient knowledge and skills to help children develop essential vocabulary and early language skills. They do not communicate with children adequately to meet their individual learning needs.
- Children enjoy listening to stories. However, staff often miss opportunities to engage with children appropriately. For example, by using skilful questioning. Children are often left to explore the books themselves and their questions remain unanswered, as staff are rushing to complete other tasks.
- Most children, including those with SEND, do not have adequate opportunities to progress towards the next stages in their learning. These weaknesses in the quality of education have a significant impact on individual children's learning and development.
- Overall, staff are kind and caring. The key-person system is effective and helps children settle in quickly when they first start. Children form strong bonds with their key person and often approach them for cuddles when they are sad or tired. Children feel emotionally secure.
- Staff are positive role models and teach children how to value and respect each other's differences. They provide opportunities for children to be independent and manage some tasks themselves. For example, to attend to their hygiene routines or dish out for themselves during mealtimes.
- All staff who handle food have appropriate training as required. Children benefit from healthy and nutritious meals and snacks throughout the day. They learn how to lead healthy lifestyles, including through regular opportunities for being active indoors and outside.
- Staff provide parents with sufficient information about their children's day. Parents are thankful for the flexibility of childcare the setting provides and express children are happy to attend.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not check the suitability of the resources and equipment and fail to identify safety hazards. This places children at risk of harm. Children with SEND do not receive adequate support. This has a negative impact on their overall development. The designated safeguarding lead has appropriate training as required. Staff know how to identify abuse and neglect and how to report their concerns about children. The manager regularly meets with other professionals and shares information to keep the most disadvantaged children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
place more focus on all staff's mental health and well-being, develop suitable arrangements for supervision to provide support, coaching and training for staff tailored to their individual needs, to drive continuous improvement to benefit children	08/11/2021
carry out robust risk assessments to identify and reduce hazards to children	21/10/2021
ensure children who have special educational needs and/or disabilities receive consistent tailored support to help them make the best possible progress	08/11/2021
ensure that the curriculum is implemented effectively to meet the needs of individual children, and provide more experiences to help children make good progress towards next stages in their learning	08/11/2021
ensure children have opportunities to develop good communication and language skills.	08/11/2021

Setting details

Unique reference number	2595853
Local authority	Wandsworth
Inspection number	10207633
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	42
Number of children on roll	42
Name of registered person	Gymfinity Kids Ltd
Registered person unique reference number	2531658
Telephone number	020 8057 7343
Date of previous inspection	Not applicable

Information about this early years setting

Nurseries by Gymfinity Kids registered in August 2020. It is based in the London Borough of Wandsworth. The nursery is open from 7am to 7pm, from Monday to Friday, all year round, except for bank holidays. The nursery receives funding to provide free early years education for three- and four-year-old children. There are six staff who work directly with children. Of these, three hold appropriate qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the national manager and has taken this into account in their evaluation of the setting.
- The inspection was completed without notice.
- This inspection was conducted following Ofsted's risk assessment process.
- The inspector spoke with parents during the inspection and considered their views.
- The inspector conducted a joint observation with the deputy manager and the national manager and discussed the quality of education.
- The inspector held discussions with staff during the inspection.
- Children spoke to the inspector about their family.
- The inspector observed children's play.
- The inspector held meetings with the deputy manager and national manager.
- The inspector viewed some documentation.

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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