

Inspection of Nurseries By Gymfinity Kids

Gymfinity Kids Above D W Sports Fitness, Stadium M K, Stadium Way West, Milton Keynes, Milton Keynes MK1 1ST

Inspection date: 16 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children are greeted on their arrival to nursery by kind and energised staff. There is a strong focus on children leading a healthy lifestyle. Children have plenty of opportunities to be physically active. For example, they access the gym floor daily. Older children learn to negotiate a forward roll and balance on a beam, while younger children are encouraged to use the open space, concentrating well and practising skills such as weaving in and out of the cones. This helps to support their good health and also helps to develop their muscles and coordination.

Children's behaviour is good and staff act as good role models. They encourage good manners, and children learn how to cooperate with each other, share resources and take turns. Children are confident and self-assured. They greet visitors with curiosity and talk with enthusiasm about their experiences at nursery and at home. Children develop strong bonds with their key person. They snuggle up with staff, enjoying stories and quiet time during their day.

Children learn about similarities and differences between themselves and others effectively. For instance, they learn about special events that their friends celebrate. Children enjoy learning about traditional clothing that people wear and foods that they eat and share. This helps children to appreciate diversity within the community.

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

- The manager has high expectations for the children in her care. The curriculum is carefully designed to build on what children know and can do. Children have opportunities to practise the skills they have learned, in order to secure their knowledge. They are motivated to explore and investigate, and show good levels of curiosity and concentration. For example, children use real vegetables and a range of tools as they follow recipes in the role play café. They use mathematical skills and build on prior knowledge from making potions at Halloween, to make their potions.
- Good arrangements are in place to support children who are learning English as an additional language. Staff find out about children's home language vocabulary and use visual picture prompts to support young children's language development.
- Overall, staff support children's language development well. Staff talk with the children, develop their vocabulary, and help them learn to pronounce words correctly. This supports the development of children's communication and language skills. However, staff do not consistently give children time to think and respond to questions asked, in order to strengthen their development even further.

- Children with additional needs are supported well. Staff liaise with parents about children's learning plans, and parents provide useful information from specialists to support curriculum planning. Staff understand the needs of individual children and ensure that resources offered inspire children to want to explore.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting nursery a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children feel safe and secure at nursery.
- Parents are happy with the care provided to children and say their children love the friendly and caring staff. They value the manager's commitment. Parents have regular opportunities to discuss their child's progress with staff and welcome the online learning application. They receive useful information to support them, such as how to toilet train their children and transitions to school.
- Staff benefit from regular supervision and support to develop their knowledge and skills. The manager recognises that she is not yet monitoring staff practice closely enough to focus support on helping them to build on their professional development. She has identified how she can particularly enhance the training staff receive to further improve children's good care and learning. For instance, through monitoring staff practice more closely.
- The manager brings out the best in her staff team through the creation of a positive working environment. Staff speak very highly of the support that they receive from her. She ensures that staff's workload is managed effectively and their well-being is consistently supported. This means that staff feel valued and enjoy their roles.
- Children learn to be independent from an early age. Staff support babies to feed themselves and encourage older children to manage their own self-care needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. Staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children who may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- allow children more time to share their own knowledge, think through their ideas and respond to questions they are asked, to maximise their learning
- strengthen the monitoring of staff practice so that staff receive coaching support that helps them to further improve the good quality of children's care and learning.

Setting details

Unique reference number	2531659
Local authority	Milton Keynes
Inspection number	10208479
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	57
Name of registered person	Gymfinity Kids Ltd
Registered person unique reference number	2531658
Telephone number	01908 032055
Date of previous inspection	Not applicable

Information about this early years setting

Nurseries By Gymfinity Kids registered in 2019. It is situated on the first floor of a retail and leisure complex in Milton Keynes. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery employs 10 staff. Of these, six hold a qualification at level 3 and two hold a qualification at level 2. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager and the quality manager about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence of suitability and training records.

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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