

Inspection of The Griffin School

154 Castle Road, Salisbury, Wiltshire SP1 3SA

Inspection date:

10 November 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise children's learning. The management team plans a suitable curriculum, but does not monitor staff's practice adequately to ensure this is implemented effectively. This is particularly evident when children's key persons are not present. Staff covering their absence do not always know how to support children's individual learning needs. Staff are caring, but do not provide the younger children with the interaction they need to help them engage and learn through their play. Babies sit and explore toys that are within their reach. However, staff do not support the babies in purposeful activities that will build securely on their existing skills. For example, they do not encourage the older babies to pull themselves up to standing and develop their physical mobility. Toddlers wander around with little to do. They pick up toys but, as they are not helped to understand how to play with them, they simply put them down again. They stand looking out of the window with little input from staff, who are otherwise engaged feeding the younger babies and trying to get them to settle or go to sleep. This lack of high-quality interactions means that these children are not supported to become motivated learners and they do not make sufficient progress. Older children play with some colourful, interlocking construction shapes, but staff are not clear on the intent of this activity to support children's development. Staff are not able to implement the curriculum adequately to help all children develop the knowledge and skills needed for their future learning.

Staff have identified that, following the lockdown period due to COVID-19, children have needed more encouragement to concentrate in activities. However, they do not provide activities that support children with the challenge appropriate to their individual learning needs and encourage them to focus more within their play. For example, staff do not recognise children's differing levels of ability within a group activity. Staff spend too much time trying to get children to recognise the months of the year, which is a concept that they do not all understand. This results in children losing concentration and becoming restless, as the activity does not hold their interest well enough.

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

- The management team does not monitor staff deployment and key-person arrangements effectively. When key persons are absent, children become upset and unsettled as they are cared for by staff who do not know them well enough and do not always support their individual needs and routines. This has an impact on their emotional well-being.
- The management team has not sustained the improvements seen at the last inspection. Although staff have supervision meetings, these are not used effectively to monitor and develop practice. For example, the manager does not

observe staff working with the children regularly enough to have an accurate picture of where improvements are needed to ensure the quality of education is good.

- Staff do not implement risk assessments effectively or supervise children well enough to ensure they are all within sight and/or hearing at all times. As a result, children wander into other areas of the nursery unnoticed by staff who are caring for them.
- The organisation of lunchtime is poor. Staff focus on routine tasks which limits their interactions with the children. Consequently, noise levels rise, some children get up from the lunch table and become unsettled and restless. This does not support children's personal, social and emotional development.
- Staff working with the older children encourage their language skills and introduce more complex words, such as hibernation or archaeology. Older children start to use language well to express their ideas, such as when they wash their hands and tell staff, 'we have to use our big muscles to turn on the tap'. However, staff working with the younger children fail to promote their early communication skills and language development.
- Staff encourage children's understanding of the world within a range of interesting outings. For example, children like going to a nature wildlife park with staff, where they see animals, such as foxes, otters and boar. Children explore caves with staff and learn about stalactites and stalagmites.
- Parents comment that they like the variety of outings their children experience. They also speak positively about the library system of sharing books each week.

Safeguarding

The arrangements for safeguarding are not effective.

The management team and staff do not ensure the premises are fully secure and safe. Measures to prevent children from having unsupervised access to areas of the premises which present a risk to their safety, such as the main entrance, are not effective enough. In addition, children can access the kitchen when hot food is in saucepans on the cooker. Staff rely on children remembering that they are not allowed to enter this area and do not give sufficient consideration to the ability of new or younger children to understand potential dangers and follow this rule. Staff have completed safeguarding training and are aware of signs that may indicate potential concerns. They have reviewed their procedures for reporting safeguarding issues and have clear systems in place to follow should a concern arise about a child's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure arrangements for monitoring staff practice are effective, ensure staff understand and implement the curriculum effectively and raise the quality of teaching to a good standard	12/01/2022
ensure the key-person system is effective and supports children's individual care and learning needs at all times	12/01/2022
ensure staff understand and implement risk assessment procedures effectively to keep children safe.	11/11/2021

Setting details

Unique reference number	161965
Local authority	Wiltshire
Inspection number	10213124
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 7
Total number of places	56
Number of children on roll	97
Name of registered person	Christine Hind and Gillian Taylor Partnership
Registered person unique reference number	RP907225
Telephone number	01722 416282
Date of previous inspection	10 July 2017

Information about this early years setting

The Griffin School registered in 2001. This privately owned nursery is situated in Salisbury, Wiltshire. The nursery 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 two, three and four years. The group employs 11 members of staff; of these, two hold qualified teacher status and three hold early years qualifications at level 3.

Information about this inspection

Inspector

Mary Daniel

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 their evaluation of the provider.
- The provider took the inspector on a tour of the setting and explained how the curriculum is delivered.
- The inspector and the provider completed a joint observation of an activity and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and discussed their learning and development with staff.
- A sample of documentation was viewed including staff's qualification and first-aid certificates.
- The inspector took into account the views of parents she spoke with.
- The provider and the inspector had a meeting and discussed the leadership and management of the nursery.

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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