

# Inspection of The Griffin School

154 Castle Road, Salisbury, Wiltshire SP1 3SA

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Inspection date:

12 May 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is put at risk. Although there are procedures in place to safeguard children and monitor their well-being, these are not followed. Staff do not have a clear understanding of children's needs and how to keep them safe. Weaknesses in the leadership and management of the setting compromise children's care and learning. Staff are unclear about the roles of the leaders in the setting and leaders do not regularly monitor staff's teaching and interactions with children. Although there is a named member of staff responsible for supporting children with special educational needs and/or disabilities (SEND), she needs more support in learning how to carry out her role. As a result, children with SEND do not receive the support that they need to make better progress in their learning.

The curriculum is poorly designed and does not challenge children to learn. Older children have focused activities provided for them. However, these are not targeted to children's individual learning needs. Younger children spend long periods of time in highchairs or being carried, and staff do not consider what they need to learn next. Leaders and staff do not put any additional support in place for children who speak English as an additional language. At times, these children struggle to engage in activities as they are unable to understand what is expected of them. Children are happy in the setting, and most children arrive happy and settle quickly. Overall, children behave well. Older children listen and follow instructions.

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

- Leaders have not made sufficient improvements since their last inspection. They have made some changes to the premises and to risk assessments. However, staff do not consider the safety of the equipment they use and how suitable it is for children of different ages. For instance, staff put toddlers to sleep in bouncy chairs despite the manufacturer's instructions stating that they are not suitable for toddlers.
- Leaders have developed and implemented procedures for staff to monitor children's welfare. However, the procedures are not consistently implemented throughout the setting. Staff do not keep records or share concerns about children to ensure that they are adequately safeguarded.
- Leaders and staff do not ensure that they keep an accurate record of the times that children arrive and leave the setting. At times, there are inaccurate records regarding the numbers of children on the premises. This does not ensure that staff can account for the children in their care, and compromises the safety of the children.
- Leaders and staff do not ensure that children with SEND receive the support that they need to help them to make good progress in their learning. Staff know that some children need additional support, but they do not feel that they have the

skills to help them. Leaders do not offer staff the support that they need to raise the quality of their interactions with children.

- Leaders and staff are aware that some of the children who attend the setting speak English as an additional language. However, they do not take steps to provide opportunities for children to develop the use of their home language or ensure that all children with English as an additional language can be actively involved in activities.
- Some parents say that they are happy with the setting. They say that their children enjoy attending and staff are friendly and welcoming. However, leaders and staff do not ensure that parents are well informed about their children's progress on a regular basis. This means that parents are unable to support their children's learning at home.
- Leaders do not ensure that staff implement a curriculum that meets children's needs. Older children have a good range of activities to take part in. For example, they enjoy learning about the life cycles of a caterpillar and making their own mini brick houses. However, staff do not consider children's individual learning needs and children lose interest when they do not understand. Staff struggle to engage the younger children and babies in learning, and activities that staff provide do not offer challenge or promote learning.
- Children benefit from lots of fresh air and exercise. They enjoy playing in the garden and using the equipment to climb and balance. Older children play imaginatively as they pretend to be builders.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and those with additional safeguarding responsibilities do not ensure that children attending the nursery are safe. Procedures in place to monitor children's welfare are not consistently used to ensure that information is recorded and reported accordingly. Staff have an understanding of the indicators that might suggest a child is at risk of harm. However, they do not consistently maintain records of their concerns. Staff check the premises but do not consistently check that the equipment that they use is suitable to children for their age and stage of development.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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ensure that staff follow safety guidelines on equipment to keep all children safe	31/05/2022
ensure that safeguarding procedures are implemented effectively to keep children safe	31/05/2022
maintain an accurate record of the times children attend the nursery	31/05/2022
ensure that children with SEND receive the support that they need	31/05/2022
improve information sharing with parents to ensure they receive information about their children's progress so that they can support learning at home	31/05/2022
provide all staff with training, support and coaching to raise the quality of their interactions with children.	31/05/2022

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

	<b>Due date</b>
ensure that children with English as an additional language are given opportunities to develop and use their home language in play	31/05/2022
implement a curriculum that offers children challenge to help them to make better progress in their learning.	31/05/2022

## Setting details

<b>Unique reference number</b>	161965
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10217945
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	56
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Christine Hind and Gillian Taylor Partnership
<b>Registered person unique reference number</b>	RP907225
<b>Telephone number</b>	01722 416282
<b>Date of previous inspection</b>	10 November 2021

## 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 employs 10 members of staff; of these, two hold qualified teacher status and three hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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