

# Inspection of Nurseries by Gymfinity Kids

Gymfinity Kids Ltd, Newnham Court Farm, Bearsted Road, Weaving, Maidstone  
ME14 5LH

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Inspection date: 27 June 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is inadequate

The arrangements to promote children's learning are not good enough. Children do not have a consistent key person to support their care and learning needs. Staff have some awareness of the needs of children, but staffing challenges mean that the time they spend with children is inconsistent. Younger children struggle without their key person. They become upset and are unable to settle without a familiar adult.

Children lack challenge in their learning. Staff talk to children and the interactions are friendly. Children want to show staff when they have made personal achievements, such as putting on their own shoes. However, the lack of activities and staff understanding of the curriculum means that children are not supported or challenged in their learning. As a result, children do not consistently make enough progress in their learning. Staff are not always aware of how to deploy themselves to support children. At times, staff tidy up or see to other tasks and are not aware of what each other are doing. Children become bored and, sometimes, their behaviour deteriorates. Staff do not always manage this well enough to help children learn how to take turns and play well together. There are some individual plans in place for children with special educational needs and/or disabilities. However, staff lack the skills and knowledge of how to implement these effectively.

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

- There are significant weaknesses in the overall organisation of the provision that have a negative impact on children's learning and enjoyment. The new manager has a clear awareness of the needs of the setting and how she would like to develop it. The senior management team also have a focus to develop this nursery. However, there is no named deputy, as required, and not enough qualified staff. The reliance on agency staff, who do not attend regularly, means that staff do not know the children well enough to be able to meet their needs effectively. In addition, staff are unaware of how to deploy themselves to support children.
- Staff report that the changes of staffing have been difficult but they receive support from the new manager. The senior managers are aware of the staffing issues and have plans in place to help rectify the shortfall. Staff receive mandatory training, such as paediatric first aid and safeguarding training.
- The nursery is part of a chain which has overarching curriculum aims for the nursery. However, there is no specific curriculum or activity planning. Staff do not plan activities to challenge and support children to extend their learning. The room is set up to occupy children such as water play, drawing and threading. There are some next steps identified for children, but these are not always realistic or appropriate for their age. As a result, children are not challenged and

do not have a range of learning experiences to help them to be ready for school.

- Some parents report that they are happy with the setting and staff are friendly. Others have shared their concerns with the senior managers, who are working with parents to find a resolution. Staff have discussions with parents when children first start at the setting, for example, about their routines and food preferences. There are systems in place to ensure that children's allergies are managed.
- Due to the inconsistencies with staff, children do not always receive appropriate support from their key person. This has an impact on younger children and babies more, as they do not have a consistent adult to see to their needs.
- At times, when children become restless due to the lack of challenge, their behaviour deteriorates. Staff do not always provide consistent support for children to help them to learn how to take turns or support them to play well together. For example, when children become frustrated and argue over toys, staff not provide the support needed to help them manage their behaviour.
- Children enjoy daily opportunities to practise their physical skills. For example, they access the garden daily. Children enjoy using bikes to ride around the decking outside. Staff take children to use the attached gymnasium for guided sessions when risk assessments and staffing allows.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a detailed knowledge of her role as the designated safeguarding lead. Staff have completed recent safeguarding training and know what to do if they have concerns about children. Temporary staff are aware of who to share their concerns with, both at the setting and to their employer. There is suitable information accessible to support staff should they need to escalate their concerns about children or other staff. There are suitable risk assessments in place to ensure that children play in a safe environment. Staff record accidents appropriately and share these with parents.

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

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

	Due date
ensure that staff have an appropriate knowledge of how to deploy themselves to meet the needs of children	18/07/2022
ensure that there are sufficient qualified staff and a named deputy to meet the care and learning needs of children	25/07/2022

implement a clear curriculum to ensure that children receive purposeful learning experiences to extend their development and help them make good progress	25/07/2022
implement an effective key-person approach to support children's overall care and learning needs.	25/07/2022

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

- support children with appropriate strategies to learn how to take turns and play well together.

## Setting details

<b>Unique reference number</b>	2595858
<b>Local authority</b>	Kent
<b>Inspection number</b>	10245242
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Gymfinity Kids Ltd
<b>Registered person unique reference number</b>	2531658
<b>Telephone number</b>	01622 291414
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nurseries by Gymfinity Kids registered in 2020 and is part of a small chain of settings. It is open from 7am to 6pm weekdays, apart from bank holidays, throughout the year. There are seven members of staff, including a chef, four of whom have level 2 qualifications and above. The nursery is registered to receive funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Taylor-Smith

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Staff, children and parents spoke to the inspector during the inspection.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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