

# Davies Lane 2 Year Old Provision

Davies Lane Children's Centre, Davies Lane Primary School, Davies Lane, LONDON, E11 3DR

## Inspection date

Previous inspection date

04/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a wide range of stimulating activities and support children to explore them. Consequently, children are motivated and eager to learn.
- Staff establish positive partnerships with parents. Clear communication and this shared approach helps to promote children's learning and development.
- Staff teach children how to behave. They provide them with clear boundaries and positive role models so that children learn how they should behave.
- There are good partnerships with the school because they share resources and have close working relationships. As a result, staff help to prepare children for their next stage of learning at school.

### It is not yet good because

- Procedures and records for administering medication are not robust to meet all children's individual care needs effectively, particularly with regard to children's specific medical requirements.
- Staff do not ensure they accurately record children's daily hours of attendance.
- Staff miss some opportunities to promote children's skills so they can fully explore their emerging independence and confidence and direct their own play and learning choices.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector spoke to the head teacher, early years foundation stage lead teacher and staff throughout the inspection.
- The inspector observed activities indoors and outside, and carried out a joint observation with the provider.
- The inspector took into account parents' views spoken to on the day of inspection.
- The inspector sampled a range of documentation including children's records, learning booklets, policies and procedures, and risk assessments.

## **Inspector**

Kathryn Falzon-Perera

## Full report

### Information about the setting

Davies Lane 2 year old provision registered in 2013 on the Early Years Register. The two year old provision is registered to the early years foundation stage lead teacher in the primary school and provides funded education for two-year-old children. It operates from the two-year-old unit in Davies Lane Primary School in Leytonstone in the London Borough of Waltham Forest. Children have use of an open plan nursery room, and a large enclosed outdoor area that they share with the primary school nursery.

The primary school early years foundation stage lead teacher manages and advises a team of three staff. All of whom have early years qualifications at level 2 and above. The provider/manager holds a BA Honours in Early Years Education with QTS. The nursery is open Monday to Friday, from 8.55am to 11.55am and from 12.15pm to 3.15pm, term time only. Children attend for a variety of sessions. There are currently 20 early years age children attending. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure robust policies and procedures accurately outline the staff processes for administering medication, particularly with regard to children identified with specific medical needs
- keep an accurate daily record of children's hours of attendance

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

- improve the quality of teaching further by enhancing the opportunities available for children to direct their own play and learning, so they can begin to make choices about where and what they play with and develop their confidence and independence.

### Inspection judgements

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good knowledge of the learning and development requirements in the Early Years Foundation Stage. They support children's learning well, ensuring they enjoy learning through a good range of interesting planned and spontaneous play activities and

experiences. Staff gather information from parents before children start. Staff use this information to form their initial assessments to help identify what children know and can do. Staff continue to use assessment well to identify children's next steps in learning and plan activities. This means that children make good progress given their starting points.

Staff support children well to develop their imagination, and communication and language through using the well-placed interactive whiteboards. They sit with children and ask them open-ended questions, as well as direct children's focus so they effectively explore the educational programmes on the interactive board. Children use the pointer to recognise and name different objects and animals and use their imagination to make connections between this technology and their learning. Staff are skilful in encouraging children to explore. For example, children enjoy creative art activities and staff successfully encourage children to participate in play as they model the play so children 'have a go'. They carefully paint and staff help them to fold the paper and introduce mathematical language as they tell children their pictures are symmetrical.

Children independently choose books from a well-stocked reading area and sit on the comfortable cushions, carefully turning the pages. Staff sensitively support younger children in learning to hold books correctly so they can talk about the pictures and read to them. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto nursery. However, not all staff successfully promote children's independence and decision-making skills in their play. For example, free-flow opportunities between indoors and outdoors are limited, restricting children's choices in where and what they play with. Staff collect and put children's coats on them, which does not support children to develop independent self-care skills.

Staff provide a stimulating range of appropriate resources that excite children's interest. Staff support children well and ensure that they enjoy their activities, joining in with their conversations and sharing their interests. Consequently, children become absorbed in their activities and begin to develop good concentration skills. Children develop good physical skills. They use their large muscles as they confidently ride their trikes and climb large structures. Children use their hand eye coordination to create displays using shapes and glue, and explore the creatures living in the homemade pond with staff.

Where staff observe children and recognise they require additional support, they work with parents and, where necessary, other professionals. This partnership working helps to support children so staff can ensure they meet each child's individual needs. They have close links with the local children's centre and speech and language professionals, enabling them to provide additional support for children in their communication and language.

Parents comment they are 'happy' with the progress their children make in their learning and development. They say their children are developing good social skills because they receive support to play cooperatively with other children. Overall, parents have good opportunities to be involved in their children's learning and development. They are able to speak to their child's key person at drop-off or collection times for informal chats. Staff

invite parents to regularly read their children's learning diary and add their own comments.

### **The contribution of the early years provision to the well-being of children**

Children have developed warm, secure relationships with staff. Home visits prior to children starting at the provision give staff good opportunities to meet children and parents in surroundings where they are comfortable. They use these visits to gather information about children's individual needs and preferences. Consequently, children settle quickly, securing continuity in their care. A special adult is responsible for the care of the children when they begin at nursery, this key person helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual learning, spending time during the session supporting them individually and as a group. Staff support children well as they move into the main nursery. Key persons carefully assess when individual children are ready to move on, and discuss and agree plans with their parents. Prior to the move, children visit the main nursery several times and this allows them to become familiar with changes in staff and the larger environment. Alongside this, staff follow similar routines to the main school nursery. Children are frequent visitors as they share the outdoor area and can play in the school nursery at designated times. Staff help to prepare children for transitions in their learning so they make a confident start in their next stage of development.

Staff keep children in their care safe. They maintain a safe environment for them to play in and complete daily risk assessments, both indoors and outdoors. Staff offer timely reminders to help children understand how to keep themselves safe. For example, they remind children to walk, to wait for them to wipe down the large climbing frame before they climb on it so they do not slip and hurt themselves, and to not sit on tables. Staff support children to use the range of resources and equipment safely. They guide them how to use tools appropriately to enable them to take safe risks. For example, children learn how to cut fruits for snack using knives properly. The procedures for administering medication are not robust, especially for those children with specific medical conditions. Staff are not clear of the procedures they should follow in line with the requirements of the Early Years Foundation Stage to record dates, times and dosage of any medication they may administer to children. Systems and records for administering emergency medication are not secure to ensure procedures are thorough and that prescribed medication is within its expiry date. However, there has been no significant risk to children as staff have not had to administer any medicines to them.

Staff set up the room so children can freely explore and investigate the activities they put out. However, arrangements for children to self-select resources or activities in the indoor environment that have not been laid out by staff are not fully successful. This limits opportunities to promote their independence and decision-making skills from an early age. Children are learning how to cooperate and share with other children. For example, children are happy to share and take turns; and they are beginning to listen carefully to one another at circle time. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development. This helps them

to support children and extend their awareness of expectations further. This results in children being aware of boundaries and learning how their behaviour can affect others. Staff provide children with lots of meaningful praise for their efforts and achievements.

Children enjoy being outdoors each day and benefit from fresh air and exercise. Children enjoy healthy fruit snacks, which they often help to prepare. They demonstrate good skills as staff support them to carefully cut apples, bananas and tomatoes. Snack time is a sociable occasion where children sit together and enjoy their food as they chat. Staff act as good role models. For example, they eat fruit with them and talk about the delicious taste and texture of the apples.

### **The effectiveness of the leadership and management of the early years provision**

The management team have a satisfactory understanding of their responsibility to deliver the safeguarding and welfare requirements of the Early Years Foundation Stage. The recruitment and selection procedures are appropriate and ensure that all staff working with children are suitable to do so. Management and staff regularly complete risk assessments, which supports children to play safely in the environment they explore. Staff closely supervise children as they play, and access to the provision is secure. This and the careful organisation of indoor and outdoor space means that children are safe. All staff have suitable paediatric first-aid qualifications. Consequently, staff are able to protect and care for children in the event of a minor accident, although, procedures for administration of medication are not effective. Systems to ensure staff accurately record the hours that children attend are not thorough to keep them safe, including in an emergency. This is a breach of the welfare requirements.

Management have a good understanding of the learning and development requirements. They regularly observe and evaluate staff performance. These observations along with an effective appraisal system and regular supervision ensure that all staff clearly understand their roles and responsibilities. As a result, they support staff with effective coaching and training so they are better able to support children's learning and development. There are clear systems in place for self-evaluation, and both the management team and staff are motivated to seek advice and support to secure further improvement. Networking with local nurseries through meetings, and support from the local authority advisory team provide further opportunities for the manager to keep updated and drive forward improvements. The manager works in the room with staff and has a good overview and knowledge of the educational programmes. This enables him to ensure they include all areas of learning within planning and assessment and identify any gaps in learning to ensure they are closing.

The setting is very much part of the whole school provision. There are links between the two settings as staff work together to regularly share details of children's needs and progress with their new teachers. They make good links with other agencies, so that staff are able to seek additional support for children if needed. Good relationships with parents are in place. The setting encourages parents to attend for part of the session so they can

see first-hand the activities their children particularly enjoy. Regular newsletters keep parents further informed and make sure they are involved in their child's care and education.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY458716
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	943872
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Davies Lane Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 5392466

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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