

# Moreland Primary School 0-2 Provision



Moreland Primary School, Moreland Street, London, Islington EC1V 8BB

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 30 April 2019  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Not applicable    |          |
| Effectiveness of leadership and management                    |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Good              | 2        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The provider does not meet all of the requirements of the early years foundation stage.
- The provider does not ensure that all staff, including those with lead responsibility for safeguarding, are able to recognise and follow the correct procedure when an allegation is made against staff. This compromises children's safety and welfare.
- Staff do not always ensure hygiene arrangements are adequate, particularly during outdoor snack times and when real food is used for children's play activities.
- Staff do not maintain effective risk assessments to ensure children are not at risk of choking. For example, children walk around while eating.
- Some staff do not help children to understand why some behaviour rules and expectations are in place.
- Staff do not maintain accurate records of children's daily hours of attendance.
- Supervision meetings with staff are not fully effective in helping to identify weaknesses in their knowledge and bring about rapid improvements.

### It has the following strengths

- Staff make regular observations and assessments of children's learning needs. They plan interesting experiences based on what children like doing and their abilities.
- Children enjoy a welcoming and stimulating environment, both inside and outdoors.
- Leaders and staff have positive relationships with parents. They work together to maintain continuity of care and learning for children.

## What the setting needs to do to improve further

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

|  | Due date   |
|--|------------|
| ensure all staff, including those with lead responsibility for safeguarding, are able to recognise when an allegation is made against a member of staff and know the correct procedure to follow | 29/05/2019 |
| improve hygiene arrangements, particularly when snack times are held outside and when food is used for play activities   | 29/05/2019 |
| ensure risk assessments are effective, particularly when considering choking risks to children   | 29/05/2019 |
| improve staff's knowledge of how to support children to understand why some behaviour rules are in place   | 29/05/2019 |
| ensure an accurate daily record of children's hours of attendance is maintained  | 29/05/2019 |
| ensure supervision meetings with staff are effective and help to identify any weaknesses in their knowledge and abilities.   | 29/05/2019 |

### Inspection activities

- The inspector spoke with the leaders, some children, parents and staff throughout the inspection.
- The inspector sampled a range of documents available, including those relating to staff suitability and safeguarding.
- The inspector observed activities and daily routines, indoors and outside.
- The inspector carried out a joint observation with one of the leaders.

**Inspector**  
Nataliia Moroz

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider fails to ensure that all staff, including those with responsibility for leading on safeguarding, have a secure knowledge of all aspects of child protection. They do not ensure staff are able to identify when an allegation is made against a member of staff, so they can follow the correct procedure. In addition, staff do not maintain accurate records of children's attendance, particularly in the morning, to ensure all children are accounted for in case of emergency. These breaches compromise children's safety and welfare. The provider has an appropriate system in place to ensure that all staff employed are suitable to work with children. The manager monitors staff performance and identifies some training needs. This helps to maintain good quality of teaching. However, monitoring is not fully effective across all aspects of the statutory framework, which has led to some current breaches of requirements.

### Quality of teaching, learning and assessment is good

Staff regularly observe children and identify their individual development from the start. They gain a clear picture of what children know, like and can do. Staff use this information to plan enjoyable activities and experiences that match children's learning needs and address their next steps in development. Staff skilfully support babies' physical development and first communication skills. For example, babies balance and walk on different surfaces in the garden or enjoy reading time in the book corner inside. Staff read stories, repeat words and ask questions, which helps to extend children's language and thinking skills. Children have plenty of opportunities and resources to explore and use their imagination. For example, they use real food, grass and mud while playing with small farm animals.

### Personal development, behaviour and welfare are inadequate

Due to the weaknesses in safeguarding, children's safety and welfare are not assured. The risk assessment arrangements are not fully effective. For example, at snack time in the garden, children are able to walk around while eating, which increases the risk of choking. Furthermore, the hygiene arrangements do not always support children's good health. For example, during snack time outside, children drop their food on the floor and are able to eat it without staff noticing. Additionally, children are able to eat food that is mixed with mud and grass for the play activity in the garden. This does not support the prevention of cross-infection. The key-person system is well established. As a result, children settle quickly and build secure bonds with staff. Children learn to respect each other. However, sometimes staff do not explain to children why certain behaviours are not acceptable. This does not support children's understanding of why some rules are in place and what the consequences of their actions are.

### Outcomes for children are good

Children gain the skills they need for the next stage in their learning. They develop good social skills. For example, they happily join in with group activities and interact with their peers. Children gain independence skills from a very young age. Babies make choices in their play and learn to take care of their own needs. For example, they freely choose whether to play indoors or outside, choose their own activities, bring their own coats and

put them on. Children are active learners and confidently explore the environment, following their own ideas.

## Setting details

|  |  |
|--|--|
| <b>Unique reference number</b>                   | EY542004                               |
| <b>Local authority</b>                           | Islington                              |
| <b>Inspection number</b>                         | 10089974                               |
| <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</b>                     | 0 - 1                                  |
| <b>Total number of places</b>                    | 12                                     |
| <b>Number of children on roll</b>                | 11                                     |
| <b>Name of registered person</b>                 | Moreland Primary School Governing Body |
| <b>Registered person unique reference number</b> | RP542003                               |
| <b>Date of previous inspection</b>               | Not applicable                         |
| <b>Telephone number</b>                          | 02072538144                            |

Moreland Primary School 0-2 Provision registered in 2017. It operates from Moreland Primary School in the London Borough of Islington. It operates Monday to Friday from 8am to 6pm all year round. The provider employs 12 members of staff, all of whom hold a relevant childcare qualification at level 2 or above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

