

Moreland Primary School 0-2 Provision



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

Inspection date	30 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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

Unique reference number	EY542004
Local authority	Islington
Inspection number	10089974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 1
Total number of places	12
Number of children on roll	11
Name of registered person	Moreland Primary School Governing Body
Registered person unique reference number	RP542003
Date of previous inspection	Not applicable
Telephone number	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.

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