

Inspection of Moreland Primary School 0-2 Provision

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

Inspection date: 17 September 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Leaders and managers have high expectations for the nursery. They value the opinions of staff and parents and actively seek their views when evaluating the provision. This has resulted in new systems to monitor the quality of teaching. They have created a highly inclusive setting where staff regularly monitor children's progress and know children well. Staff quickly identify where children need support and plan effectively to narrow any gaps. They use additional funding for children's benefit. This includes for training and resources that help staff to promote children's communication and language skills. Staff work with other professionals, such as speech therapists, when children need extra support. They use guidance to skilfully develop children's vocabulary as they plan a rich and varied curriculum. There is strong support for children who speak English as an additional language. Staff speak several languages and are skilled in their interactions with children. As a result, babies approach their play with enthusiasm and are eager to join in. Staff review the environment each day to make sure that it motivates children to play and learn. However, they have not fully considered the organisation of lunchtime to enhance this valuable experience for all children. Parents say they appreciate the good relationships they have with staff, who provide regular updates on their children's progress. Children are happy, settled and develop secure attachments with the caring staff team. This has a positive effect on their confidence, behaviour and emotional well-being.

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

- The manager and staff are committed to continual improvement and reflect regularly on the service they provide. They value the contributions that parents make to this process. Staff well-being and development are considered and prioritised during supervision meetings.
- Staff regularly risk assess and implement effective policies and procedures to promote and safeguard children's welfare and safety. Managers use procedures for recruitment, vetting, induction and supervision to ensure that staff are aware of and understand their roles and responsibilities.
- Staff keep parents well informed about the progress that their children are making. Parents' noticeboards located throughout the setting display a wealth of useful information to support family life.
- Managers and staff provide good support for children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding. Staff work closely with parents and other professionals to ensure interventions are in place to close gaps in children's learning.
- The head of school and the manager discuss children's progress with staff and identify training and development opportunities that improve outcomes for children. They are supporting staff to adapt to a new system to support planning

and to undertake observations of each other so they can more quickly identify where to improve individual practice.

- Children are central to the planning of activities. They enjoy exploring and play imaginatively, for example, while using the diggers and sand. They eagerly explore in the mud kitchen outdoors and use small hand tools to dig and find hidden animals.
- Staff develop babies' language skills effectively during play. They sing and talk to them and respond positively when babies approach them looking for reassurance. Babies have many opportunities to strengthen their balance and coordination. They can freely move between the indoors and outdoors to play. They are given space to explore standing and walking and develop confidence in their physical skills.
- Settling-in procedures are well established. This process begins with home visits so that when babies arrive at nursery, they see a familiar face. This helps staff to meet children's individual needs from the start. Children settle very quickly and form strong attachments to their key person as a result.
- Staff set consistent boundaries and babies respond to their gentle and positive approach to encouraging positive behaviour. For example, younger children learn important social skills, such as sharing with their friends.
- The head of school and the manager are at an early stage of supporting staff in using the nursery's monitoring tools to assess the newly implemented reflective practice system, to help ensure teaching is consistently of a very high standard.
- Meals and snacks are nutritious and regularly reviewed to promote children's health. However, the organisation of lunchtime for babies does not always enable children to fully enjoy the social occasion or enable children and staff to sit together and eat comfortably.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is located within the main school building. A receptionist greets parents and visitors and checks their identity for security. Parents are fully aware of the safeguarding procedures and are vigilant about not letting visitors follow them in through the automatic doors. There has been a strong focus on safeguarding since the last inspection. Leaders and managers have high expectations of staff and have worked closely with the local authority to make sure all staff have a secure understanding of what to do if they had a concern about a child. Staff are now confident and clear about recognising and reporting concerns about children or adults.

What does the setting need to do to improve?

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

- embed the system of reflective practice, including the recently introduced opportunities for staff to observe each other so that teaching is consistently of a very high standard
- improve the organisation of lunchtime routines for babies, to motivate and increase their level of enjoyment.

Setting details

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| Unique reference number | EY542004 |
| Local authority | Islington |
| Inspection number | 10107084 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 to 2 |
| Total number of places | 12 |
| Number of children on roll | 13 |
| Name of registered person | Moreland Primary School Governing Body |
| Registered person unique reference number | RP542003 |
| Telephone number | 02072538144 |
| Date of previous inspection | 30 April 2019 |

Information about this early years setting

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.

Information about this inspection

Inspector

Catherine Greene

Inspection activities

- The inspector completed a learning walk with the head of school and the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's play and learning.
- The inspector carried out a joint observation with the manager during lunchtime.
- The inspector held discussions with the head of school, the 0-3s manager and staff.
- The inspector looked at relevant documentation, such as action planning and evidence of the suitability of staff, and at a range of policies, procedures and information relating to children.
- The inspector spoke to parents 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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