

Inspection of The Lloyd Park Centre

Winns Avenue Entrance, Lloyd Park, Walthamstow, London E17 5JW

Inspection date: 16 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children have warm and secure relationships with staff. Children and families receive a welcoming greeting by friendly staff as parents come in and settle their children at the start of the day. This helps children to feel a sense of belonging and supports their personal development.

The managers and staff have an ambitious educational programme and put familiar routines in place to promote children's learning. The special educational needs and disabilities coordinator works effectively in partnership with outside agencies and parents to ensure all children with special educational needs and/or disabilities receive good support. They ensure that additional funding for children is used well to target their specific needs. This has a positive impact on the quality of education that all children receive.

Kind staff set clear expectations to help children to understand how to share areas with their friends. For instance, children give each other space to sit and listen to stories together. This approach has a positive impact on how children respect and treat one another.

Children learn in lively environments, both indoors and outdoors, which are well laid out and support all children's learning age-appropriately.

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

- Staff plan and provide interesting play activities that develop babies' curiosity. Young babies explore sensory baskets that include a variety of materials, textures and objects. When children are playing, staff talk to them about what they are experiencing. For example, as babies touch conkers, staff say 'smooth'. This helps babies and young children to hear language in context, which supports their early understanding and language development.
- Babies and young children have a calm space for daytime sleeping. They sleep when they need to, and most wake up naturally from their naps. In addition, the chef and staff understand all children's dietary requirements and allergies. This promotes children's health and physical development.
- Staff celebrate children's diverse backgrounds and cultures. However, staff do not fully understand the value of children using their home languages alongside English as they play, to further strengthen children's next steps in learning.
- Older children have opportunities to develop their small and large muscles. They run, jump and explore soft-play areas. They dig and use a variety of mark-making tools. However, at times, staff supporting older children do things for them that they could do for themselves, including squirting soap onto children's hands and pouring their drinks. As a result, during some self-care routines older

children are not always given enough challenge to be highly independent.

- Staff understand children's abilities and help children to manage risks as they play. Children confidently explore the large, creative outdoor environments. Children climb and pull themselves up onto large wooden boxes. Staff are close by and use encouraging words to promote children's resilience. This has a positive impact on children's physical development.
- Staff make good use of spontaneous learning opportunities. Children snuggle excitedly together outside in the shade as they listen to a story. Skilled staff playfully use these times to extend children's literacy by asking challenging, open-ended questions about the story. This is one way that some staff promote children's early comprehension and reading skills.
- The management team values the staff and observes their practice, providing them with constructive feedback through regular supervision meetings. This has helped to raise the quality of staff's interactions with children to a good level. Nonetheless, the managers recognise that more can be done to strengthen these interactions to an even higher level consistently across the centre.
- The managers value the relationships they have with parents. They set learning targets for children in collaboration with parents, using information gathered from accurate observations and assessments. This supports all children to make good progress from their starting points at the centre.
- Parents speak highly of their children's key persons and appreciate their support. Parents like the regular parents' meetings and the information they receive about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. They discuss safeguarding at every staff meeting. The recruitment and induction of staff are thorough, and individual suitability assessments are completed. The management team continuously strengthens practice around risk assessments.

What does the setting need to do to improve?

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

- support staff to provide opportunities that challenge older children to do as much as possible for themselves and help them to be highly independent
- improve teaching strategies for children who speak English as an additional language

- support staff to raise the quality of their already good interactions with children to a consistently higher level across the centre.

Setting details

Unique reference number	EY283352
Local authority	London Borough of Waltham Forest
Inspection number	10248922
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	134
Number of children on roll	105
Name of registered person	The Lloyd Park Children's Charity
Registered person unique reference number	RP524157
Telephone number	0208 531 9522
Date of previous inspection	29 October 2018

Information about this early years setting

The Lloyd Park Centre registered in 1987 and is situated in the London Borough of Waltham Forest. The nursery operates Monday to Friday, from 8am to 5.50pm, for 50 weeks per year. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 35 members of staff, most of whom hold appropriate early years qualifications ranging from level 2 to level 8.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to staff 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 manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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