

Crossharbour Montessori Day Nursery

Inspection report for early years provision

Unique reference number	EY412586
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Inspector	Amanda Allen
Setting address	126 East Ferry Road, LONDON, E14 9FP
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Crossharbour Montessori Day Nursery is one of four nurseries run by Headstart Limited. It opened in 2010 and operates from three floors in a large purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in the London Borough of Tower Hamlets. It is open each weekday from 07.30 to 18.30 for 52 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the childcare register. A maximum of 140 children may attend the nursery at any one time. There are currently 93 children on roll in the early years age range of these 18 receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and English as an additional language.

There are 33 members of staff, of these 17 have NVQ Level 3 and 11 have NVQ Level 2 and 3 are working towards a qualification. A cook and 2 reception staff are also employed at the setting. One member of staff has an Early Years Degree with Early Years Professional Status, one has an Early Years degree and one is currently working towards EYPS. The setting operates in line with the Montessori educational philosophy.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the all the staff create a safe and secure environment, where children are valued and supported to make the most of their abilities. A strong management team and extremely well established systems for communicating with parents and carers underpin excellent continuity of care for all children. Crossharbour Montessori Day Nursery supports every child so that they are fully included and the uniqueness of each child is recognised. Children's welfare is promoted and safeguarded extremely well. The experienced and well qualified management team and staff effectively promote children's learning and development in accordance with the Montessorian approach. Children are encouraged to be involved in the setting and with the wider community. Excellent partnerships with parents and other agencies are established. Effective systems are in place to evaluate the provision and identify any areas for further development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop outdoor provision to ensure there is a focus to support children's development in the outdoor environment

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the nursery. Children are kept safe and secure due to the vigilance of the staff and the robust risk assessments in place. All staff have a thorough knowledge and understanding of child protection issues and the steps to follow if they have any concerns. Each room is equipped with its own telephone, with relevant contacts if there is a concern. A comprehensive fire evacuation plan is in place for all areas of the nursery. CCTV is in place throughout the nursery and a visual intercom system on floor one and three, so that all staff can see who is coming into the building. Children are cared for by staff who have been checked through the Criminal Records Bureau and who have undergone a thorough and robust recruitment and induction programme. This ensures that all staff working in the nursery are suitable and have relevant training and experience. Children's care is significantly enhanced by the exceptional organisation of the nursery. Staff are consistent in their interactions with children and in their regard for safety and security. The extensive range of policies and procedures ensure children's safety and well-being is paramount. The management team consistently seek parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result parents and carers fully understand the steps that the setting will take to protect their children. All documentation including details relating to staff and children are comprehensive and are obtained, recorded and stored appropriately, ensuring confidentiality is maintained at all times. Strong leadership by a highly qualified management team ensures that the provision strives to provide a consistently high quality of education and care.

The nursery have extremely effective and secure measures in place, ensuring that risks to children's safety, both indoors and outdoors are minimised such as clear procedures for the safe arrival and departure of children to and from the nursery and visitors on arrival are asked for ID and to sign the visitors book. Visitors are also informed of the fire procedure in the event of an incident and shown the fire exits. Formal risk assessments are effective in ensuring that potential hazards to children are minimised, for example, safety gates are securely fixed and appropriately used, security intercom systems in place, broken toys and resources are removed from play areas, fire exits are clearly labelled and are in working order and fire extinguishers are in place and securely fixed to the wall. There are comprehensive and clearly written procedures in place that staff know about and are consistently applied. Play areas, furniture, equipment and resources are effectively organised enabling children to move freely and independently between activities and different play areas. As a result, children feel confident within the nursery and are safe and secure. All the group rooms and communal areas are brightly decorated with the children's art work, posters, notice boards, hanging decorative mobiles and photographs. The premises are exceptionally clean, airy, well lit, and effectively heated, ensuring that it is suitable for children to use at all times. Resources provided in each room are substantially well-organised so they

are attractive and accessible to all children.

The staff liaise closely with parents from the start through nursery show around, clear settling procedures, and by asking them to provide information about their children's routines, likes, dislikes and interests. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to their children's profiles. Partnerships with both parents and other settings are extremely strong and a key strength of the provision. Families are included in meaningful ways to ensure excellent support for children's needs particularly around Special educational needs, culture and language. Children are cared for by staff who are first aid trained and excellent procedures are in place to support children who require prescribed medication. Staff record accidents on individual sheets in the record book to maintain confidentiality. Each sheet is signed by a member of staff who dealt with accident, manager or witness and the parent or guardian. Accident sheets are filed confidentially in the office. This ensures that children's health requirements are met and confidentiality is maintained.

The nursery has a very strong management team which ensures that the setting is run effectively and meets children's needs. Staff are all aware of their roles and responsibilities and this enables them to work effectively to achieve the outcomes for children. Strong self-evaluation systems are in place and demonstrate the management teams excellent awareness of the setting's strengths and weaknesses. They seek input from the staff, children and parents into the evaluative process so that they can maintain continuous improvements. In particular they effectively monitor planning, practice and profiles. They have developed formats for monitoring where staff are given feedback and targets in order to maintain improvement. The area manager, manager and deputy manager and staff are all professional, enthusiastic and highly motivated in their approach to providing all the children with positive early years play and learning experiences. The management team have a very hands on approach, a reflective and consultative practice is promoted within the nursery ensuring an open working practice is maintained. For example, the manager's discussed future ideas for developments for the nursery to extend their exceptional practice further. They addressed ways to further involve parents in their children's learning and to further develop the out door play provision to ensure there is a focus to support children's development in the outdoor environment. Staff are fully supported by the management team and excellent communication systems are in place to ensure continuity of care. Regular staff meetings ensure that the care and education children receive is regularly discussed and improved, with all staff members having the opportunity to contribute ideas and suggestions. Overall, children make outstanding progress in their learning and have excellent levels of achievement given their capabilities and starting points and the setting meets the needs of the range of children for whom it provides.

The quality and standards of the early years provision and outcomes for children

Children develop extremely close, trusting relationships with each other, and the adults in the setting, promoting their confidence and self esteem and giving them a real sense of belonging. All the children are very happy, contented and settled within the nursery, as they are cared for and taught by extremely motivated and enthusiastic staff. The management team and staff demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and have carefully considered how they can promote each area of learning within the framework whilst following the Montessori approach. Their philosophy aims to aid the development of the whole child which supports the four themes of the Early Years Foundation Stage and the curriculum is adapted to the needs, interests and developmental stage of each child,. The methods of teaching encourage independence, active learning and problem solving, helping them to develop skills for the future.

Children relish their time at the nursery and play a full and active role in the setting. They make choices in their play and gain personal independence. They choose whether to join the staff at activities that are modelled for them or to engage in activities using their own ideas. The rhythm of the session is very familiar to the children, as are the poems, rhymes and songs that are used to signify the various routine activities. For example, Lunchtime song, it's time to eat it up. Children join in songs and accompanying actions, some of which encourage counting and calculation. The children have increasing vocabularies and demonstrate confident communication skills. They listen intently to stories told by the staff and take part in acting them out under staff guidance. There are also a wide selection of books which they can look at themselves.

Children and parents are involved in the planning of activities enabling staff to accurately assess children's developmental progress and plan future activities for children. Staff use children's individual profiles to track children's developmental progress, including initial profiles of baseline entry assessment, helping staff to successfully track children's progress. Children take part in an extensive range of activities which cover all six areas of learning. The combination of free flow play, child initiated activities and adult led activities such as story and circle time enable children to work and play purposefully together and they respond positively to staff requests such as, tidy up time, story time and lunch time. Children's views are always taken into account in planning by giving children choices. Planning is flexible and adapted in line with children's ideas or if anything significant has happened to them for example a house move, visit to the doctor, hair cut or a new baby. This enables children to feel valued when their views and interests are implemented.

Children learn to play in a culturally rich environment that positively reflects diversity, for example, posters and signs in many languages. They take part in activities which reflect the diversity of the society in which they live. Children learn about different celebrations, for example, pictorial wall displays show children celebrating festivals around the world. The nursery recently celebrated Chinese

New Year and the children enjoyed a trip to the local floating Chinese restaurant where they received lots of goodies each and had the opportunity to try a selection of different Chinese delicacies. Children are encouraged to understand and develop positive relationships with others who are different from themselves. They learn respect for diversity, acceptance of difference and about fairness, tolerance and respect for others. Staff are vigilant to ensure that every child is included and not disadvantaged as there are effective systems to promote equality of opportunity and anti-discriminatory practice for example, information about the nursery and policies are accessible in written and spoken form and where requested can be offered in different languages. There are fabulous resources to reflect diversity and they use these to help children learn to value diversity in others and grow up making a positive contribution to society. They are able to access resources, including, toys, dressing up clothes, play people, books, puzzles, musical instruments, foods, cooking utensils and posters. Children with learning difficulties and/or disabilities take part fully in all nursery activities. They are exceptionally well supported by staff who have a positive approach to meeting their needs. A special educational needs Co-coordinator (SENCO) works with parents and outside agencies to always ensure that all children develop confidence and make excellent progress.

Children clearly enjoy the free access they have to the resources. This builds the children's self-esteem and their confidence as they independently choose what activities they would like to take part in or play with. Children are extremely well supported in the acquisition of useful skills in literacy and numeracy which help them develop a range of excellent skills for the future. For example, they talk about the pictures in the book at story time and enjoy making the actions when singing some of their favourite songs.

Staff are very skilled in their questioning techniques so that they consistently challenge children's thinking and allow them to express their own ideas and thoughts. This extends their learning and encourages their problem solving skills, for example, questions about what they are eating during meal times, healthy food discussions and where the food comes from. The nursery have recently received their accreditation for the 'Healthy Early Years Project' (HEYP) and continue to promote this within their practice. They learn to recognise simple words, shapes and colours, and use numbers in a variety of different situations. Practical and interesting mathematical processes, such as measuring the distance required between vegetables when planting, weighing and measuring ingredients when cooking and counting the number of children together at meal times to ensure the correct number of plates are available. Children respond positively when staff praise and encourage them for counting successfully when handing out the plates, cups and utensils for meal times. They particularly enjoy digging, planting, and sand and water activities. They can also paint and draw at any time, allowing them to develop ideas and practice fine motor skills. Their physical skills are effectively promoted through an extensive variety of equipment, for example, climbing frame, sensory walls and resources, bats, balls, hoops and recently purchased small bicycles and tricycles for the children to ride in the garden.

The children are very well-behaved and understand the behavioural expectations within the setting. They are respectful of others and show one another care and consideration. They learn to share and take-turns, and resolve minor

disagreements successfully for themselves. There is a relaxed and happy atmosphere within the open plan layout of the building. Children assist practitioners in tasks such as tidying away resources and to clear away their scraps in to the food recycling buckets after snack and meal times. They help to clear up utensils and learn to take responsibility for their own personal hygiene. For example, they routinely wash their hands after activities and before they eat. The children are encouraged to adopt healthy lifestyles by being active, having plenty of fresh air and eating plenty of fresh fruit and vegetables within the nourishing meals and snacks. The children help to prepare food including peeling and chopping the fruit and the vegetables. Mealtimes are a relaxed enjoyable social experience with adults and children sitting together and enjoying one another's company.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met