

Green Gables

St. Georges in the East Church, Cannon Street Road, London, E1 0BH

Inspection date	15/11/2012
Previous inspection date	09/05/2007

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners make resources and activities accessible to all children, thus creating an inclusive environment that enables all children to learn and develop.
- Children demonstrate that they have respect for each other and for the resources and their environment. They cooperate well with their peers and show that they are responsible in carrying out tasks.
- Practitioners carry out effective observations and assessments that enable them to plan for each child to ensure their learning and developmental needs are met.
- The nursery's good partnership with parents and external agencies contributes considerably to children's well-being and their learning and development.

It is not yet outstanding because

- Young children's self-help skills are not fully encouraged particularly at meal times.
- The nursery does not always make the best use of space in some rooms to display children's work to help children see, enjoy and refer to their work.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Carried out a joint observation of the lunch time period in a classroom with the manager
- Talked to practitioners with responsibility for supervising staff in the classrooms
- Talked to the key persons for children learning to speak English to assess how the children are being supported
- Examined children's profiles and activity plans

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Green Gables Montessori School is a privately owned full day care provision, which was originally registered in 1989, and has operated under the current registration since 2006. The setting is situated in Wapping, in the London Borough of Tower Hamlets and operates from five rooms in a converted church. Children have access to an enclosed outdoor play area. The setting is open each weekday from 8am to 6pm for 48 weeks of the year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 77 children from three months to four years on roll. The setting currently supports children with special educational needs and/or disability and also children learning to speak English as an additional language.

There are 26 members of staff, 20 of whom hold early years qualifications to level 2 and 3. The setting operates in line with the Montessori educational philosophy and provides funded early education for three and four-year-olds.

What the setting needs to do to improve further

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

- allow young children who are able, to pour their own drinks and serve their own food at meal times in order to develop further their self-care skills
- provide more space where children's work can be displayed to help them see their work as unique, valuable and something they can refer to.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a good knowledge of individual children because they obtain important information from parents about children's development, achievements and interests before children are placed in the nursery. They consistently observe and assess children's progress and put in place effective activities to help children progress in their learning and development. Practitioners offer good support to children of all abilities through planning and tailoring activities to individual children and group needs. This means that children acquire the skills to be ready for the next stage in their learning.

All children's communication and language skills are well promoted. Practitioners effectively support babies' language development through activities that include labelling of objects, repetition of key words and singing action songs. Young children enjoy listening to stories and singing rhymes and learning new words. Children who are learning to speak English are gaining confidence in communicating in English as they are beginning to say two to three word sentences. Older children speak confidently to peers and hold meaningful conversations with adults. All children are making good progress in their communication and language development.

All children can choose from a wide range of resources that are easily accessible to them. Children concentrate and persevere very well at their own self-chosen activities and tasks. Children in the pre-school room demonstrate good self-care skills as they help themselves to tissues to wipe their noses and wash and dry their hands after visiting the toilet. In addition to this they also help themselves to snacks when they need to. Young children can express their own preferences of fresh fruits through pointing and naming the fruits of their choice at snack time. However during lunch time, some practitioners do not allow children aged between two and a half to three years to serve their own food and pour their own water. This means that some children who are able are not sufficiently encouraged to develop their self-care skills during lunch time.

Young children can identify two dimensional shapes and some three dimensional shapes such as, cones and cylinders. Children become aware of pattern making when using rods, the pink tower and brown blocks during play and in planned activities. In addition to this, children are beginning to use mathematical language when using the blocks. For example, they compare the size of the rods and demonstrate the language for length and height such as, 'long', 'short', 'smaller' and 'bigger'. Older children know and understand numbers well and can count and recognise numbers beyond 10. Practitioners support younger children to develop an understanding of numbers through counting songs and number rhymes and also by helping them to become aware of clocks in the nursery.

Children have many opportunities to express themselves creatively. They are able to use their imagination and express their ideas when they act out well known scenarios such as, cooking meals and shopping during role-play. Babies discover the feel and texture of natural materials when handling cones, tree bark and other wooden objects from the treasure basket. All children paint, draw and make collages out of various materials that represent their own experiences. Practitioners display photographs of young children's parents and families and consequently children enjoy seeing pictures of their families. Children's drawings are included in their assessment profiles. However in some rooms, practitioners do not make sufficient use of space to display children's work to help them see their work as unique and valuable.

The contribution of the early years provision to the well-being of children

All children are warmly greeted on their arrival and they settle very quickly in a welcoming environment. Babies have formed close relationships with their key persons and practitioners and readily cuddle up to them. This demonstrates their good levels of emotional security. Children develop good relationships with their peers and adults. Older children work well independently and cooperate well when working with groups of children. Practitioners help young children in sharing and turn taking during activities and games. Older children behave well and are polite to each other. This is because practitioners make expectations of behaviour clear and help them to learn to negotiate with others and take responsibility for their own behaviour. Children collect and return resources to the shelves and storage units when they have finished working or playing with them. They look after plants that they have grown and help to feed the fishes. Children demonstrate that they care for the environment and have respect for living

things. Children are well aware of the routine of the nursery which instils confidence and self-discipline. This is because practitioners provide children with many opportunities to become responsible in looking after their environment as special helpers. For example, children can volunteer themselves or select their peers to carry out tasks that include looking after the plants in the classroom and tidying up the book area. Children also enjoy carrying out tasks such as, helping to lay out the table at lunch time.

Children's good health is well promoted by effective daily routines and staff's own good practice, to minimise the spread of germs or infection. For example, practitioners wear protective clothing during nappy changing and wipe down table tops and work top surfaces after each activity and before serving food. Older children know to wash their hands before meals and practitioners support young children to wash and dry their hands. Practitioners ensure that babies' hands are clean before they eat by using bacterial wipes. This means that from a young age children are learning the importance of good personal hygiene. Children receive varied, nutritious and balance meals which meets their dietary needs and help them to develop healthy eating habits. Practitioners make sure that food brought in from the kitchen is prepared according to the needs of the babies. For example practitioners blend the food for young babies and cut food to bite size pieces for older babies to help them learn to feed themselves. Children enjoy daily physical activities that contribute to their health and physical well-being. Children use a range of play equipment outdoors such as, swings, climbing frame and tricycles. Babies are provided with a good range of developmentally appropriate resources, such as, sit and ride and push and pull along toys to support their mobility. Some babies are beginning to roll and kick soft balls. Children are learning to be safe, for example, they regularly take part in practising the emergency evacuation procedure and learn about road safety when out.

The effectiveness of the leadership and management of the early years provision

The manager and practitioners have attended training in safeguarding and child protection issues and know what action to take if they have any concerns about a child in their care. This promotes children's welfare in the nursery. The premises are very secure and there are good procedures to prevent unwanted visitors from gaining access. The practitioners carry out regular risk assessments indoors and outside to reduce potential hazards to children. This means that children can enjoy their play in a safe and secure environment. The manager makes sure that all mandatory records are in place, kept confidential and well maintained to ensure easy access for staff. This promotes safety and a well organised provision that contributes to children's welfare.

The manager has put in place a robust recruitment and vetting system so that suitable, qualified and experienced practitioners look after the children. The nursery has a good induction programme and regular staff supervision identifies practitioner's training and development. The manager regularly holds meetings with room leaders and practitioners, to exchange information and monitor the delivery of the curriculum programme. This helps support all children's learning and development within the setting. The manager and practitioners demonstrate a good understanding of the Early Years Foundation Stage. For

example, they have implemented an effective assessment process that helps them to identify children's progress and to plan the next steps to move children on in their learning. The nursery has fully met the recommendations raised at the last inspection which has improved children's learning and welfare. The manager and practitioners demonstrate a strong commitment towards continuous improvement. They constantly monitor and evaluate their practices to identify ways to improve the quality of care and learning for all children.

Practitioners treat children as individuals and respect their differences. Practitioners encourage all children to take part in activities provided. This ensures that children are given equal chances to enjoy themselves, learn and develop. The nursery fully supports children with special educational needs and children learning English as an additional language. The manager and practitioners closely liaise with parents and work effectively with external agencies to ensure that the children's specific needs are well planned for and met. Parents have access to a wealth of information about their child and the provision. This includes daily diaries about children's care routines, notice boards, newsletters and also through an organised consultation forum. The nursery values parents feedback and have acted upon parents requests for more varied meals. As a result of this, children are consistently offered a nutritious and balanced diet that promotes their good health. Parents contribute to their children's learning and development as they provide stories from home, which enable practitioners to have a good knowledge of children's achievements at home. This also helps practitioners to build on what children know. Children's transition to schools is supported well because practitioners prepare children through discussion, activities and visits to the schools.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY338966
Local authority	Tower Hamlets
Inspection number	822923
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	80
Number of children on roll	77
Name of provider	Green Gables School Limited
Date of previous inspection	09/05/2007
Telephone number	0207 4882374

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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