

The Pier Head Montessori

3 Shadwell Pierhead, Glamis Road, LONDON, E1W 3TD

Inspection date

14/01/2013

Previous inspection date

01/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children progress through play that is Montessori based and complimented by the early learning goals, offering children stimulating play.
- Children have good relationships with each other and staff, this helps them to feel secure and happy at the pre-school.
- Effective partnerships with parents have been established, so they contribute to their child's learning.
- Children enjoy outdoor play in all weathers, they learn about seasons as they feel and touch the snow as it falls.

It is not yet outstanding because

- Children do not always have access to unusual messy activities and resources to spark their imagination and interest.

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.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

The Pier Head Montessori Pre-School registered in 2009 and operates from an Activity Centre, in Wapping in the borough of Tower Hamlets. The setting is reached on the first floor of a community/activity centre. There is a lift available. They have access to a large hall with separate toilets and kitchen. There is an outdoor play area. There are currently 16 children on roll from 2 to 5 years. The group is open five days a week from 8am to 6pm for 50 weeks of the year. This setting is registered on the Early years register. This setting follows a Montessori educational approach. There are five staff including the manager all hold appropriate early years qualifications and three members of staff member has a Montessori International Diploma.

What the setting needs to do to improve further

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

- offer children a greater range of unusual or interesting materials and resources that inspire exploration, such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added, to extend their creativity.

Inspection judgements

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

The pre-school compliments the Montessori and Early Years Foundation stage educational programme effectively. Staff know how children learn in all areas of development and they help them through positive interactions during play. Staff carry out regular observations and assessments which show children's progress and plans for their next stage in learning. Through staff observations, children who may need additional support are identified including children who speak English as an additional language. Good support is given to help children achieve. This means all children progress from their starting points and both staff and parents contribute to their development.

Staff work closely with parents, each child is assigned a key person staff member, who spends time finding out about the child when they start and helps them to settle. This also means parents have good opportunities to share what they know about their child with the key person, so contribute to their child's learning.

Children play alongside each other as they enjoy role-play in the home corner. They hide and play under blankets pretending to sleep. Children show they have developed friendly relationships with each other and have settled in the pre-school. Children are interested in what their friends say as they play with pasta shapes. Children seek out their friends to share experiences with such as watching the snowfall outside. They call each other, run to the window, and show excitement as the snow covers the ground outside.

Children listen to adults read stories; they sit quietly and concentrate waiting to hear what is on the next page. They enjoy sitting with their friends on the carpet being close and comfortable. Children sing nursery rhymes loudly and happily, watching each other sing they show confidence and excitement.

Children play outside exercising as they play, running and moving skilfully. They jump up and down keeping warm in the cold, laughing and smiling. They easily put on their own

coats, scarves and gloves understanding why they must keep warm. Children play musical chairs outside moving from one chair to another, trying to be the quickest in the group.

Children handle books and enjoy looking at the pictures; they understand each book tells a story. Children attempt to write using pencils, making their own marks on the paper. Children place numbers in the correct order; they match and sort items and complete puzzles. Children have a sense of their own identity; they talk about members in their family. Children enjoy messy play with paint; however, there are few unusual resources available that inspire exploration.

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

Staff are good role models they show kindness and patience with children. They speak to children in a soft but firm voice. Staff treat each other respectfully, showing children effective examples of how to behave. Staff are deployed effectively in the pre-school so that children are always supervised, keeping them safe. Children behave well and there is an effective behaviour policy, which helps children to learn boundaries of behaviour. Children understand the displays of red, amber and green signs indicating levels of good and inappropriate behaviour. Children are reminded of these when their behaviour is good and not appropriate, which helps them think about what they are doing.

Children learn about safety as they put away resources after playing with them so they do not fall over them. They learn to walk down the stairs to the garden safely holding in to the handrail. Children learn to respect each other's differences as resources show positive images of people who are different. Children learn about the different festivals, people celebrate. They begin to learn French and Spanish finding out about languages different from their own.

Children attend to their own personal hygiene needs, as they use the toilet and wash their hands. Children enjoy healthy snacks and drinks and enjoy outdoor play. This means they are beginning to learn about healthy lifestyles. The pre-school is bright and stimulating; children enjoy looking out of the windows at the river beside the pre-school. They see the many boats go by and point out to what they see, starting interesting discussions about the world outside.

Children begin preparation for school as they grow in confidence, learning the routines of the day. They learn to play and learn, attend to their own needs, listen to instructions and build affectionate relationships with their friends. This supports children's physical and emotional well-being.

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

The provider who is also the manager works closely with the staff and children everyday. She monitors how staff work with children and how effective they are in helping children

progress along the early learning goals. She reviews planning and each child's progress record. This means that the educational programme is reflected in all activities that children take part in.

Staff understand safeguarding policies, so that they can identify any possible concerns and report them to safeguard children's well-being. Risk assessments carried out by staff help them to identify any potential risks to children in the environment and on trips. All required records are in place to support children's safety, for example accident records. Children are met at the door when they arrive by staff and signed in, so no child can enter or leave unnoticed.

Strong self-evaluation shows that staff develop their practice continuously, for example from parent's feedback. The provider monitors staff performance as she works with staff and the children, which supports their professional progress and tackles any under performance. Partnership with external agencies is well established, which helps to meet the needs of children effectively. Strong relationships with parents through good daily communication help children to achieve.

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	EY386141
Local authority	Tower Hamlets
Inspection number	890966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	16
Name of provider	The Pier Head Montessori
Date of previous inspection	01/12/2009
Telephone number	0207 481 0202

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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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