

Crossharbour Montessori Day Nursery

126 East Ferry Road, LONDON, E14 9FP

Inspection date	18/06/2013
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is a broad range of activities provided for the children to support all areas of their learning.
- The staff have a secure understanding of the value of assessing children's progress and implementing effective planning for their individual needs.
- Children who require specific care and learning receive good support from suitably trained staff.
- Staff promote children's independence skills very well through their active involvement in the daily routine.

It is not yet outstanding because

- The organisation of circle time does not always effectively support very young children's specific learning needs.
- Staff do not always make full use of the outdoor area to enable children to learn about the natural world.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by two inspectors who observed interaction between staff and children both indoors and outside.
- The inspectors sampled a range of documentation, including staff records, accident records and policies and procedures.
- The inspectors spoke to parents and gained their views.
- The inspectors undertook a joint observation with the provider in the Montessori room.

Inspector

Maria Conroy

Full Report

Information about the setting

Crossharbour Montessori Day Nursery is one of five nurseries run by a private provider. It registered in 2010 and operates from three floors in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in Docklands in the London Borough of Tower Hamlets. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 93 children on roll in the early years age group. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery employs 30 members of staff, 26 of whom hold an appropriate early years qualification. The owner and manager hold Early Years Professional Status and one holds a Montessori diploma. The nursery also employs a cook and receptionist. The nursery operates in line with the Montessori educational philosophy. They have achieved the Investors in People award, taken part in the Healthy Eating Quality Assurance Scheme and received accreditation from the Montessori Evaluation and Accreditation Board.

What the setting needs to do to improve further

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

- strengthen the organisation of circle time to enable very young children to spend quality planned time with their key person
- enhance the outdoor area to include more opportunities for children to investigate and experience learning through the natural environment.

Inspection judgements

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

Staff have a robust understanding of how children learn and as a result, they plan a stimulating range of activities to promote all seven areas of learning. Staff use effective systems to carry out regular observations and assessments on their key children, for whom they take special responsibility. Consequently, the staff are able to plan specific activities that support children's individual development. Procedures for monitoring children's progress are effective, which enables staff to identify any gaps in the children's achievements and the support they provide. Staff complete the required progress checks for children aged between two and three years, gain parents' comments and identify the

next steps for learning. This also enables the staff to clearly identify any concerns early so the appropriate steps can be taken to support each child's specific needs. Parents are encouraged to be part of their child's learning through the ongoing communication with staff, which provides continuity for children.

Staff support children's personal, social and emotional development well. All children take part in daily activities to support their independence skills. For example, they set the table for lunch and tidy up and sweep the floor using child's sized brooms, dustpans and brushes. Staff know children well and are aware of their interests, needs and what is important to them. They support the children well in their play. For example as children giggle and laugh as they investigate texture and throw porridge oats up in the air. The key person system is effective in helping children feel secure in the settling-in process. However, the organisation of some of the group activities for very young children does not consistently support them in having special time with their key person. This is because the groups are sometimes too large.

Staff help children in the acquisition of their communication and language skills. They interact positively with children and use language to model the vocabulary for children. For example as children pour water down the guttering, staff talk to them about what they are doing, enabling children to link actions to words. Children who require additional support with their communication skills are supported effectively by using a visual timetable. This use of photographs helps the children to understand more about the routines of the day and what happens next, so they feel content and secure.

Children are keen learners who progress well from their starting points. They investigate and explore the well-organised activities. For example, they spend long periods of time constructing a house from large blocks. They use their imagination to create sparkly pizzas, using a wide variety of materials in an exciting way. Children think critically as they respond to open-ended questions such as 'what do you need to do to fix the house?' Consequently, they think and then respond. Staff provide good learning experiences, which help children gain the necessary skills for their future learning.

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

A stimulating well-resourced environment with good quality resources provides clear defined areas for different types of play for children both indoors and outside. However, children have fewer opportunities to take part in activities that enable them to explore and investigate nature in the world around them. Children gain confidence as they take on more responsibilities. For example, they set the table for lunch and they are encouraged to remove their shoes to get ready for sleep time. This helps children gain independence skills in preparation for their transfer to school.

Children feel secure due to the generally effective key person arrangements in place. For example new children settle in well due to the time spent with their key person. This helps them get to know their key child and their family, and as a result children are able to feel safe. Well-planned activities support children's understanding of how to keep themselves

safe. For example, they visit the fire station to find out about the role of the fire officer. Children also learn how to use different tools safely within the nursery, such as scissors to cut paper.

Children are provided with a healthy diet. They enjoy a wide range of food including fruit and vegetables and enjoy snack time with their friends. Children who have specific health requirements are very well supported in managing their individual needs. A number of staff are trained in administration of specific medication. As a result children are well protected and cared for in line with their needs and parents' wishes. Children have regular opportunities to play outdoors, in the free flow environment and develop their physical capabilities. They balance on large blocks, steer bicycles and climb the ladder to the climbing frame. There are effective systems in place to promote good hygiene practices. For example, children attend to their own personal needs, such as blowing their nose and putting the tissue in the bin.

Children are well behaved and they talk about having kind hands and listening ears. They compliment each other on their achievements, for example when one child counts the balls and her friend praises her and tells her 'well done'. Children are encouraged to take care of their environment as they tidy up the toys and put them in the correct place for another time. Staff speak to children affectionately and use good manners, acting as positive role models. They know children very well and respond to their individual needs effectively.

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

The leadership and management of the nursery are good. Vetting procedures are robust to make sure staff are suitable to work with children. There are now suitable systems in place, which continue to improve, for staff supervision and appraisals. This enables the management to monitor practice and support staff's professional development. Staff deployment and supervision are both effective in helping to keep children safe throughout the day. The play areas are open plan and the staff support children well in all play areas, both indoors and outside. All staff are confident in their knowledge and understanding of safeguarding procedures, which helps to effectively protect children and keep them safe. Risk assessments for the premises and outings highlight any hazards, which enable the staff to put preventative measures in place to promote children's welfare and safety. The management has effective systems in place to deal with complaints and inform the relevant authorities, such as Ofsted of any important matters to safeguard children's welfare appropriately.

The provider has successful systems in place that help staff to evaluate their practice and identify areas for further development. As a result, management has specific action plans in place with defined areas for further development. Parents contribute to this process by means of ongoing communication through forums, questionnaires, a suggestion box and verbal discussions. The nursery has made a noticeable improvement to practices to more effectively support children's learning and development. They have done this by suitably

addressing the areas identified at the previous inspection and they are keen to make further improvements. Consequently, this has had a positive impact on improving the quality of provision for all children.

Partnership with parents is well developed. Detailed information is shared with the key person when children start their placement. This enables staff to know how to support each child and their family. In addition parents receive clear guidelines of what is expected of them during the settling-in period to help their child feel content and secure. Parents receive verbal updates, reports and regularly access their profiles on their child's progress. Staff use information gained through discussions with parents to help plan for children's individual needs, interest and any events in the family. There are informative displays and examples of children's work put up around the nursery, enabling parents to share in the variety of activities their children take part in. Parents actively participate in supporting their children's learning. For example, dads attend a session with their children to celebrate 'father's day'. Parents comment they are very happy with the care provided. They particularly like the attentive staff, the spacious environment and they are confident their child's individual needs are met. Parents comment they also feel well supported with their children's learning at home, due to the useful ideas staff give them. The nursery works effectively with other professionals, to support the individual needs of children who attend and to promote inclusion.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY412586
Local authority	Tower Hamlets
Inspection number	910686
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	140
Number of children on roll	93
Name of provider	Headstart Limited
Date of previous inspection	10/01/2013
Telephone number	0207 515 4843

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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, which are usually the childminder's 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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