

# Pillar Box Montessori Nursery

107 Bow Road, Bow, London, E3 2AN



<b>Inspection date</b>	26 November 2015
Previous inspection date	19 December 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The provider and manager have not successfully implemented all the improvements following the last inspection. Improvements in teaching have been slow. Staff monitoring and supervision arrangements lack a precise focus on the aspects of practice that staff need to improve most.
- Planning for the next steps in children's learning is not always thorough enough. Sometimes children are not supported effectively to build on what they know. As a result they do not all make progress across all areas of learning.
- The outdoor area is not used to its full potential. Staff do not always make best use of the available resources to extend children's learning.

### **It has the following strengths**

- Children access a wide range of stimulating activities indoors. They enthusiastically explore messy and creative materials and enjoy quiet moments with books.
- Children behave consistently well. Following the good example set by staff, children treat each other with kindness and consideration. They develop the social skills they need for moving on to other settings or school.
- Staff promote healthy physical development well. Children regularly take part in physical activity. They take up dance and swimming classes and have opportunities for walks in the local area. Children learn about healthy eating with freshly cooked meals and snacks that meet their diverse cultural, religious and health needs.

## What the setting needs to do to improve further

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

- implement staff monitoring and supervision arrangements more effectively to improve the quality of practice
- improve planning and the accurate use of assessments so that all children make good progress across all areas of learning
- make better use of the outdoor area and resources.

### Inspection activities

- The inspector observed activities both indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the manager.
- The inspector spoke with parents and took into account parents' written feedback to the nursery.

### Inspector

Christine Davies HMI

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider and manager take the necessary steps to meet the requirements of the Early Years Foundation Stage. However, recently established monitoring and supervision arrangements do not drive improvement well enough in all areas of practice, for example, in the quality of planning. During a continuing period of staff change, the provider is taking care to recruit well-qualified and experienced staff. Safeguarding is effective. Safe recruitment procedures meet requirements. Induction, training and supervision arrangements ensure staff know what to do if they have concerns about a child's safety or welfare. The nursery has effective partnerships with professionals, such as children's services, to secure early help if the need arises.

### **Quality of teaching, learning and assessment requires improvement**

Planning, for indoors and outside, is not always based on a precise assessment of children's skills. Sometimes children are not supported effectively to build on the skills they have, particularly as they get older. Older children gain confidence in speaking when they make up their own imaginative games. They make marks in playdough to represent the letters in their name. Some can use numbers up to 20 accurately and can identify 'spheres' and 'cones' when supported well by staff. However, staff do not always make the most of opportunities as they arise to extend children's learning, such as helping children to recognise different shapes while they play in the sand outdoors. Staff talk to parents regularly to understand each child's needs and interests. Assessments for two-year-olds include parents' views. Toddlers become absorbed in their play as they explore in well-laid-out rooms.

### **Personal development, behaviour and welfare require improvement**

Minor improvements to the outdoor area have had limited impact on children's learning. Outdoor resources are often underused. The indoor environment presents challenges for older children to access the toilets independently. Children are well supervised on the stairs for their safety. With support, children develop suitable hygiene routines, such as washing their hands before they eat. Children build independence as they find their own coats for outdoor play. Transition from the nursery's partner setting nearby and within the nursery is sensitively managed so children maintain positive relationships. Parents praise the conscientious efforts of staff to get to know their child well following staff changes. Key staff keep parents well informed about their child's progress.

### **Outcomes for children require improvement**

Children, including those who speak English as an additional language, are sufficiently supported to make steady progress and develop skills that are typical for their age in communication and language. Not all are working comfortably within the range of development for their age in mathematics and other specific areas of learning. Their progress is not always planned for or supported well enough when the opportunity arises. Children enjoy coming to nursery. They develop positive relationships with other children, which supports their social and emotional development well, in readiness for moving on to the next steps in their learning.

## Setting details

<b>Unique reference number</b>	119603
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1025644
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Pillarbox Nurseries Limited
<b>Date of previous inspection</b>	19 December 2014
<b>Telephone number</b>	020 8980 0700

Pillar Box Montessori Nursery opened in 1995. It is one of two nurseries owned by a private provider. It operates from a converted five storey Victorian house. The nursery opens Monday to Friday for 49 weeks of the year. Sessions are from 8am until 6.55pm. The nursery is in receipt of funding for free early education for children aged three- and four-years-old. The nursery provides for disabled children and those with special educational needs. The nursery also supports children who speak English as an additional language. The nursery employs seven members of child care staff, including the manager. Of these, all hold appropriate early years qualifications. The nursery also employs a cook and cleaner. The nursery follows the Montessori philosophy of teaching.

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