

Inspection date	26 January 2018
Previous inspection date	26 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management has taken good steps to address the actions set at the last inspection. The new management has ensured that all staff have improved their knowledge of child protection, including the wider issues of safeguarding. Recent training has ensured that they are now fully aware of their role and responsibilities as a key person to support children and families.
- Children reach good outcomes in their learning. Staff make accurate assessments of children's individual learning and identify next steps to support their development.
- Parents are very involved in their children's learning. This supports children's good progress. Staff embrace children's home cultures and traditions. They help children to understand why people have different lifestyles and different kinds of families. They provide them with good opportunities to find out about the wider world.
- Managers and staff have developed highly successful partnerships with other professionals involved in children's learning to raise outcomes for future learning.
- The manager has a clear vision for the nursery and evaluates practice routinely. She uses feedback from parents, staff and children, to identify and develop areas for improvement.

It is not yet outstanding because:

- At times, staff do not focus planned activities as well as they could, to ensure they pitch them at the correct level for the ages and stages of the children taking part.
- On occasion, during adult-led activities, staff do not differentiate their teaching well enough to ensure all children remain engaged.

What the setting needs to do to improve further

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

- develop planning to ensure activities for toddlers and pre-school children are pitched at the correct level for the children taking part
- strengthen teaching further to support and engage all children during group activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection and completed joint observations with the manager.
- The inspector held a meeting with the manager and looked at evidence of the suitability of staff working in the nursery.
- The inspector discussed activity planning, children's learning and looked at a selection of policies and other records.
- The inspector spoke to a small number of parents and children during the inspection and took account of their views.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good knowledge of safeguarding procedures and a secure confidence of their roles and responsibilities. Management ensures good deployment of staff to supervise and meet children's needs at all times. The dynamic management team regularly monitors children's development individually and in groups. This enables management to identify any gaps in learning and quickly put plans in place to close them. Records show that all of the children's gaps in the pre-school room have closed since the previous inspection, and the majority have closed in all other rooms. The new manager reviews all accidents and incidents, which helps her to identify any common themes, such as the areas where they occur. She responds to any parent complaints professionally and promptly, and makes any changes immediately and effectively. Parents speak positively about the recent improvements and the support their children receive. Safer recruitment procedures are effective to help check staff suitability and give them a robust induction.

Quality of teaching, learning and assessment is good

Overall, teaching and learning are of a good quality. Staff identify and plan effectively for children's individual needs, including those who have special educational needs (SEN) and/or disabilities. Children who learn English as an additional language receive good support to use their home language in their play. Staff encourage children to build on their communication skills, progressing from one- or two-word phrases to sentences that are more complex. Staff skilfully use pictures, resources and sign language to help children who struggle to communicate. Staff encourage children to learn colour recognition in enjoyable ways. For example, toddlers jump from colour to colour on the parachute and older children sort coloured balls into groups counting them as they go along.

Personal development, behaviour and welfare are good

Children's behaviour is good. They follow instructions respectfully and support each other as they play. For example, they freely take turns on the slide and encourage each other as they climb the physically challenging outdoor equipment. The recent improvements in resources and equipment in all playrooms effectively support children to engage in purposeful play. Children are very independent. Staff support children of all ages to use cutlery to cut up their sausages and feed themselves. Babies settle quickly with the one-to-one support of their key person and the high adult ratios. Managers support staff in the rooms well during transitions and settling times to maintain high ratios.

Outcomes for children are good

Children are confident, busy, and happy in their play. They learn important skills which prepare them well for their next stage in learning and their eventual move to school. They are keen to learn and develop good thinking skills and concentrate well on activities that interest them. Older children join in with familiar stories and songs, and happily predict the ends of sentences, while younger children clap and eagerly dance to music.

Setting details

Unique reference number	EY338966
Local authority	Tower Hamlets
Inspection number	1116870
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	80
Number of children on roll	83
Name of registered person	Green Gables Montessori School Limited
Registered person unique reference number	RP517632
Date of previous inspection	26 September 2017
Telephone number	0207 4882374

Green Gables nursery registered in 2006. The nursery is open every weekday from 8am to 6pm, for 48 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. The provider employs 34 members of staff, 32 of whom hold a range of qualifications from level 2 to level 7. The nursery follows the Montessori philosophy.

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