

Crossharbour Montessori Day Nursery

126 East Ferry Road, London, E14 9FP



Inspection date

27 February 2018

Previous inspection date

30 March 2016

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

- Although staff know individual children's learning needs, they have not fully developed how they use this knowledge to plan suitably challenging activities. Therefore some children's progress is slower than it could be. Staff encourage children to explore resources, but spend little time extending their play.
- The measures to monitor the quality of teaching, training and support offered to less experienced and new staff are not fully effective.
- Although there is a key-person system, this is not consistently implemented to ensure that there is time to develop children's secure emotional attachments.
- Transitions between activities are not always well managed, for example, staff do not consistently give children time to finish what they are playing with before moving on.

It has the following strengths

- The senior management team has recently recruited several new staff members who are settling into their roles. Recruitment processes are secure and the manager and provider work together to plan improvements, in discussion with staff and parents.
- Children are very independent, even from a very young age. Babies are supported in serving their own food and confidently help themselves to drinks from open cups. Older children lay the table and share out the bowls between their friends.
- Parents report that they are pleased with the provision and that staff keep them informed about issues affecting the nursery. They find staff welcoming and information about their child's learning is shared. Complaints are investigated appropriately.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ raise the quality of teaching so that all staff use what they know about children's next steps to provide high-quality learning experiences, which are consistently engaging, challenging and based on children's individual interests 	27/03/2018
<ul style="list-style-type: none"> ■ ensure staff undertake appropriate training and professional development opportunities to raise the quality of teaching. 	27/03/2018

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

- develop the key-person system to allow staff more focused time to develop emotional attachments with their key children, particularly the youngest children and those settling
- explore ways to improve the transitions between activities, particularly among pre-school children.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector carried out a joint observation with the manager and they discussed their findings.
- The inspectors discussed planning and children's progress with the key persons and the manager. They discussed, among other things, staff suitability, recruitment processes and the nursery's plans for future development.
- The inspectors spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspectors spent time with parents and took account of their views.

Inspector

Amanda May

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has plans to develop and improve the quality of teaching and learning, but this is not yet fully embedded. Recent changes in staff mean that some staff are not yet confident in how they can support children's learning through their interactions. Safeguarding is effective. Staff have a secure understanding of child protection issues and are able to explain how they would report their concerns. Ratios are maintained. Staff are alert to potential hazards and improvements are made to the rooms where necessary. Supervisory sessions are offered to staff, however these are sporadic and weaknesses in teaching have not been fully resolved. The manager develops links with other key professionals who support children, including those who have special educational needs. This helps to promote continuity of care and support.

Quality of teaching, learning and assessment requires improvement

Staff know children's stages of development and next steps in learning, and information is shared about this among the staff team. However, as staff are busy with other routine tasks, they have little time to play alongside the children and extend and develop activities. As a result, many children wander around aimlessly. While some staff try to encourage children to join in, this is not always successful, particularly with the youngest children. Some staff are able to captivate children's interests through their use of language and introducing songs and relevant props. In these cases, teaching is much more successful. The resources available support children across all areas of learning. However, as children frequently receive little extension or challenge from staff, they quickly lose interest.

Personal development, behaviour and welfare require improvement

Children are generally happy and settle well. Older children enjoy running around outside in the snow and do not want to leave their play and come in when directed. Staff sit with the children at mealtimes and talk about the healthy foods and how it is good for them. Children are reminded about keeping themselves safe and behaving well, as staff bend down to their level to explain the rules. Robust hygiene procedures are followed and staff have a clear awareness of the procedures to follow if a child is unwell or has an accident. A key-person system is in place, but this is not always implemented. For example staff explain that due to time pressures it is not always possible for them to change their key children's nappy or to be the main carer to settle new children. Although other staff provide support, this limits the speed with which children develop secure emotional attachments.

Outcomes for children require improvement

The quality of teaching is variable. However, children are making progress in their learning and development. They are developing some of the skills required to prepare them for school, such as being able to do up their own coats and practising early mark making.

Setting details

Unique reference number	EY412586
Local authority	Tower Hamlets
Inspection number	1125893
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	140
Number of children on roll	84
Name of registered person	Headstart Limited
Registered person unique reference number	RP529900
Date of previous inspection	30 March 2016
Telephone number	07757535777

Crossharbour Montessori Day Nursery registered in 2010 and is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 32 members of childcare staff, 25 of whom hold appropriate early years qualifications. The provider holds early years professional status and the manager has an appropriate degree. The nursery operates in line with the Montessori educational philosophy. The nursery receives funding for the provision of free early education for children aged three and four years.

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