

# Pillar Box Montessori

107 Bow Road, Bow, London E3 2AN



<b>Inspection date</b>	27 February 2019
Previous inspection date	9 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The manager works closely with staff to address the actions and recommendations from the previous inspection effectively. For example, she ensures staff benefit from professional development opportunities, including ongoing mentoring and guidance, to help enhance their knowledge and teaching skills. The manager encourages staff to continually reflect on their practice, in order to further improve children's experiences.
- Parents provide complimentary feedback about the nursery. For example, they speak positively about their close relationships with staff, they receive regular information about children's progress and they are happy with the range of opportunities available for children to enjoy.
- Staff observe and assess children's learning well. In addition, the manager monitors children's assessment to ensure they make good progress and to ensure staff use this information effectively to plan what children should do next.
- Children develop their social skills effectively. For example, younger children listen and show respect to staff, and older children play cooperatively with other children and they learn to share resources.
- Staff miss some opportunities during routine tasks and activities to develop further children's ability to think and to extend their speech.
- At times, staff do not support children's growing understanding of how to care for their toys and how to keep safe. For example, they do not consistently remind children to be careful of toys on the floor and to avoid walking on them.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their thinking and speaking skills even further
- strengthen children's understanding of how to care for their toys and how to keep themselves and others safe during their play.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outside play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their responsibilities to safeguard and protect children within their care. They are familiar with child protection issues and the procedures to report any concerns, including allegations, to the relevant authorities. Robust processes are in place to ensure staff are suitable to work with children. The new manager has taken appropriate steps to strengthen the quality of staff's supervision meetings, in order to promptly identify staff's developmental needs and to offer regular coaching and support to enhance their practice. As a result, staff are now more confident to promote positive behaviour and to set clear boundaries to teach children right from wrong. Staff develop close partnerships with parents and they encourage them to extend children's learning at home.

### Quality of teaching, learning and assessment is good

Staff know individual children's interests and needs well. They provide stimulating and challenging opportunities, both indoors and outside, for them to enjoy and to support their development. For example, older children learn to use a large climbing frame and they ride bicycles to strengthen their physical development. Staff use different themes that are linked to stories to plan activities for children to learn and to develop their literacy skills. Older children display high level of confidence when they retell parts of their favourite stories. Staff arrange external trips to places within the local community to support children's development. For example, children enjoy visits to the farm to see real animals, where they learn to identify and name them appropriately. Staff support children to develop their mathematical skills well. For example, older children learn to count, recognise shapes and sort objects successfully. Younger children are active. They display good mobility and coordination. Younger children curiously explore with a range of sensory materials. They show interest in musical toys and listen to the sounds keenly.

### Personal development, behaviour and welfare are good

Children are happy, form close attachments to their key person and know when to seek their support. Children learn to express their needs and emotions effectively. They move around to explore freely and they learn to make decisions and lead their own play. This helps to strengthen their confidence and independence. Staff offer ongoing praise and encouragement to make children aware that they are doing well and to help develop their self-esteem. The manager deploys staff effectively to ensure children receive adequate supervision. Staff support children to develop their health and physical well-being. For example, they provide healthy food for children to eat and a comfortable area for them to rest and sleep during their play.

### Outcomes for children are good

Children make good progress and they develop the skills to help them with the next stage in their learning. For example, younger children demonstrate good understanding and they follow simple instructions well. They learn to grasp and handle different tools successfully. Older children form close friendships with other children. They show interest in role-play activities and learn to use their imagination effectively. Older children practise making marks to help develop their early writing skills.

## Setting details

<b>Unique reference number</b>	119603
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10084863
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Pillar Box Nurseries Ltd
<b>Registered person unique reference number</b>	RP902304
<b>Date of previous inspection</b>	9 April 2018
<b>Telephone number</b>	020 8980 0700

Pillar Box Montessori registered in 2001 and is situated in Bow, in the London Borough of Tower Hamlets. It is open each weekday from 8am to 6.55pm, throughout most of the year. The nursery receives funding to provide free early education for children aged three and four years. The provider employs nine members of childcare staff, including the manager. Of these, six staff hold early years qualifications at level 3.

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.

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