

Inspection of Pillar Box Montessori

107 Bow Road, Bow, London E3 2AN

Inspection date:

7 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children play in a caring and welcoming environment. They build good relationships with their peers. Staff work hard to build close relationships with children and parents. They get down to the children's level and interact with them, speaking positively and warmly.

Children enjoy and participate in a variety of activities. Older children enjoy playing in the sand and make 'cakes' to celebrate their birthday. They hunt for spiders and bugs in the garden. Younger children like to explore using paints and listening to stories. However, the quality of education is variable and there are some inconsistencies in the teaching children receive. This means that not all children are making as much progress as they could be.

Children behave well, overall. They show kindness to their friends if they are hurt or upset. They listen to staff and follow instructions. However, staff are not consistent in the boundaries they put in place, for example when some children display unwanted behaviours such as throwing toys or running inside. Some staff address this and explain why it is important to keep ourselves and friends safe. Other staff do not. This can lead to children feeling confused about what is expected from them.

What does the early years setting do well and what does it need to do better?

- Leaders have worked hard to address the weaknesses identified at the last inspection. They have a targeted action plan that they are working towards to drive improvement. This has had a positive impact on ensuring children are kept safe at the setting. However, it has not yet had time to have a positive impact on the learning and teaching across the setting. This means not all children are receiving good levels of support in their learning.
- Children enjoy the healthy snacks and meals provided. They have regular access to the outdoor area, where they run, jump and learn to balance. Children are learning to make healthy choices and lead healthy lifestyles.
- Overall, children are happy at nursery and enjoy playing with their friends. However, staff do not always build on children's interests when planning activities. They do not consistently use information on what children know and what they can do to ensure they plan appropriate and challenging activities. This means that the curriculum is not ambitious for all children.
- Staff interact warmly with children during nappy changes and washing hands. At sleep and rest times, staff reassure children by patting and stroking them. Children approach staff if they need reassurance and comfort. This helps them feel safe and secure.
- During the day, transitions for children are not always smooth. Children

sometimes wait for long periods for an activity to begin. During this time some children become restless and find it difficult to maintain good behaviour.

- Leaders understand how to support children with special educational needs and/or disabilities, those who speak English as an additional language and those who may be disadvantaged. They identify concerns and work with parents and other professionals to put appropriate strategies in place to support children.
- Leaders have suitable systems in place for recruitment and carry out checks on staff to ensure they are safe and suitable to work with children. Clear inductions for staff support them to understand their roles and responsibilities and what is expected of them.
- Staff attend training to support their professional development and they have supervision sessions with the manager. However, these does not always identify and address weakness in teaching and practice of some staff. This has an impact on the quality of teaching and learning and the progress children make.
- Overall, parents are positive about the setting. They value the daily verbal feedback about their children's day and find the photos and information on the nursery app useful. However, some parents comment that they would like more opportunities to contribute to their children's learning so they can continue learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. They know the signs which may indicate a child at risk of harm. Staff have a clear understanding of what to do if an allegation was made against them or a member of staff. They closely supervise children and provide a secure environment to ensure children remain safe. Daily risk assessments are carried out before the children arrive and the provision is clean and safe. Staff are aware of children's dietary needs and manage these suitably.

What does the setting need to do to improve?

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

	Due date
ensure all children benefit from a curriculum which builds on their interest, what they know and what they can do	11/11/2022
ensure the curriculum is ambitious and challenging for all children	11/11/2022

support staff to ensure they manage children's behaviour consistently	11/11/2022
improve supervision, coaching and mentoring so that specific weaknesses in teaching are identified and suitably addressed.	11/11/2022

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

- consider transitions during the day so that children are not waiting for long periods
- strengthen partnerships with parents so they are involved in their children's learning and can continue learning at home.

Setting details

Unique reference number	119603
Local authority	Tower Hamlets
Inspection number	10250626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	26
Name of registered person	Pillar Box Nurseries Ltd
Registered person unique reference number	RP902304
Telephone number	020 8980 0700
Date of previous inspection	4 May 2022

Information about this early years setting

Pillar Box Montessori registered in January 2001. It 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. Of these, seven hold early years qualifications at level 2 to level 6.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and deputy manager carried out a joint observation with the inspector. They looked at how well staff teach children and what they want them to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates and Disclosure and Barring Service checks.

We carried out this inspection 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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