

Inspection of Crossharbour Montessori Day Nursery

126 East Ferry Road, LONDON E14 9FP

Inspection date:

7 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well, and staff are kind and caring towards them. Children are keen to get involved with the activities. Babies move freely across the well-resourced playroom. They develop their physical skills as they handle dry pasta. They fill and empty bowls, pouring and feeling the size and shape of the pasta. Babies hold onto furniture to pull themselves up. Toddlers enjoy listening to stories during group sessions, which helps them to learn and embed new words. Older children cooperate with each other and build new friendships, as they share and take turns using the climbing frame and wooden steps during play outside. Children demonstrate positive behaviour and get on well with one another. Children develop a good range of independence skills. For instance, babies begin to feed themselves, toddlers clear away their plates after eating. Older children attend to their personal care during routines. Children talk about their holidays abroad and where their families live, as they look at the world map with staff. They gain a sense of pride and self-awareness as they share information about themselves with each other. Children make good progress from their starting points and gain skills for their eventual move to school.

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

- Parents are complimentary about the service they receive, and the feedback shared by staff about their children's progress. Parents have effective relationships with staff and feel the setting offers a supportive environment for the children and their families. Parents enjoy using the parent app to share and keep updated about their child's learning. However, parents are not regularly encouraged to extend their child's progress at home.
- Leaders work well together to ensure the curriculum is varied and ambitious and they have clear intent for learning across all areas. They are hands-on, as they work in the rooms with staff, their presence in the nursery supports a team-focused setting. They effectively evaluate staff practice and develop new ways of working. For example, the manager visits outstanding settings to learn about ways to raise the standard of care and education they offer to children.
- Staff work very well to support children with special educational needs and/or disabilities. They ensure all children engage in all activities together. Staff work effectively with external agencies to find out about and offer children additional help. Staff work closely with parents to devise plans to help children develop further.
- Staff support children to learn about each other's backgrounds. For example, staff invite parents to bring in family photos to display on the family board. These offer visual displays to help children learn about their friends and their families.
- Leaders support staff through regular supervision meetings. Staff have

opportunities to reflect on their practice, explore any worries about children and plan for further training. However, staff are not all secure in their understanding of child development, to be able to challenge children during play to enhance their learning.

- Staff provide well-planned, safe and stimulating environment for children. They ensure children have access to the outdoor space at all times and enjoy fresh air and exercise. This helps them concentrate and build skills such as teamwork. Children learn the importance of physical exercise and healthy lifestyles.
- Staff have been working hard to support transitions between group rooms. Children are eased into their new rooms slowly and carefully, so that they are not overwhelmed, this helps to support them to adjust and form new attachments with staff.
- Staff support children to manage their self-care needs, children are skilled at using the snuffle stations, where they use tissues to blow their own nose, and know to throw away the tissue after use. All of this supports their skills needed for the future.
- Staff promote children's language and communication well. They learn key words from the child's home language, and staff who speak the same language support children and parents. Staff talk to children offering back-and-forth discussions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed recent safeguarding training to keep them updated and help protect children from harm. They show a secure knowledge of safeguarding policy and procedures. They understand whistle-blowing policy and know to report any concerns they may have about a colleague. Staff are able to identify possible signs and symptoms of abuse and report their concerns. Staff understand their duty to have due regard to the need to prevent people being drawn into extreme behaviours and ideology. Leaders are clear about their role in ensuring they refer any allegations against staff to the relevant agencies. Risk assessments are thorough, to help ensure children are kept safe. Recruitment procedures are robust to ensure staff are recruited safely.

What does the setting need to do to improve?

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

- support staff to deepen their understanding of child development to understand how to challenge children in their learning through their interactions with them
- further encourage and share with parents how they can support their child's learning and development at home.

Setting details

Unique reference number	EY412586
Local authority	Tower Hamlets
Inspection number	10260275
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	0 to 4
Total number of places	140
Number of children on roll	45
Name of registered person	Headstart Limited
Registered person unique reference number	RP529900
Telephone number	02075154843
Date of previous inspection	17 December 2018

Information about this early years setting

Crossharbour Montessori Day Nursery registered in 2010 and it located in the London Borough of Tower Hamlets. It is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery employs 20 members of childcare staff. Of these, 14 are qualified between level 1 to level 8, 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 years.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the nursery received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken into account their evaluation of the setting.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with parents, staff and leaders.
- The inspector spoke to children at appropriate times during the inspection.

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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