

Inspection of The Pier Head Prep Montessori School Limited

3 Shadwell Pierhead, Glamis Road, LONDON E1W 3TD

Inspection date: 5 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the setting happy and excited to start their day. They are warmly welcomed by staff with smiles, hugs and cheerful greetings. Staff form very strong relationships with children, which helps them to feel safe, settled and secure. For children who are still beginning their journey with the setting, the key-person relationship is effective in ensuring that children know who they can seek out if they need comfort or reassurance. This allows children the confidence to begin to go off and explore the varied learning experiences on offer as part of the setting's ambitious curriculum.

Staff have high expectations for children. They encourage them to be independent, such as by hanging their coats up when they return from the garden and washing their hands. Children's behaviour is good. They enjoy seeking others out to play and begin to form friendships with others. In the garden, older children play ball games together, laughing in delight as they throw the ball to each other higher and higher each time. Children understand the rules of play and that resources need to be shared. They ask if they can have a turn next and wait patiently until their friends have finished.

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

- All staff at the setting are passionate and driven to ensure that all children can access a broad curriculum that gives them the best start to their early education. They use their indoor, outdoor and local area to provide exciting and versatile experiences to teach children about the world around them and what makes them special and unique.
- Staff know children well. Accurate baseline assessments when children start, as well as gathering information about children's interests, allows staff to plan meaningful activities that build on what it is children need to learn next. Staff monitor children's learning and development regularly and share information with parents to continue to ensure that appropriate and challenging next steps are in place for children. Children are well prepared for the next stage of their learning.
- Staff are enthusiastic in their engagement with children. For instance, in the garden, they blow large bubbles for children to count and pop or are down at children's level mixing 'potions' in a large tray. Staff are constantly thinking about how they can continue to provide exciting opportunities for children to keep them engaged and focused on their play and learning.
- Staff are sensitive to children's care routines. They work collaboratively with parents to make sure that potty training is a positive experience for children. Staff make nappy changing routines exciting, such as by offering lots of songs and conversations while they change children. At sleep times, children have their

own comforters, and staff rock or soothe them to sleep, just as they would be at home before they transition to their travel cots.

- Overall, the curriculum for communication and language is good. Staff support children, especially those who speak English as an additional language, to develop wide vocabularies through lots of repetition and narrative in their play. Staff introduce new words in context as children take part in activities. However, when staff converse with children, their questioning is sometimes too closed and does not fully give children the opportunity to share and recall what they know and understand.
- Children are confident and independent learners. They purposefully select the resources they would like from the shelves and sit down to complete them. Children show sustained levels of concentration as they use their problem-solving skills to work out difficult tasks, such as a depth perception mathematical puzzle. Staff are skilful facilitators of children's play. They stay close by in case children need support but allow them to achieve through trial and error.
- Partnership with parents is good. Parents speak highly of the long-standing, nurturing team and the positive relationships staff develop with all children. They feel well informed of their children's learning and development in the setting and how they can continue to challenge their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how questions are asked to enable children greater opportunity to share their knowledge and understanding of what they have learned.

Setting details

Unique reference number	2677598
Local authority	Tower Hamlets
Inspection number	10355503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	The Pier Head Prep Montessori School Limited
Registered person unique reference number	2677597
Telephone number	0207 481 0202
Date of previous inspection	Not applicable

Information about this early years setting

The Pier Head Prep Montessori School Limited registered in 2022. It is located in the London Borough of Tower Hamlets. The setting is open during term time, from 8.30am until 6pm, Monday to Friday. The manager holds a suitable early years qualification at level four. There are seven members of staff, all of whom hold relevant childcare qualifications ranging from levels 2 to 4. The setting provides government funded childcare.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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