

Crossharbour Montessori Day Nursery

126 East Ferry Road, LONDON E14 9FP



Inspection date	17 December 2018
Previous inspection date	27 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff spend time with parents to discuss children's starting points when they begin at the nursery. Staff keep parents up to date on their child's progress at the nursery. Parents are positive about staff and report that children enjoy attending and make good progress in their learning.
- Staff attend training to develop their knowledge and skills, and are supported by managers, to apply a consistent approach to behaviour management. This encourages a culture that contributes to more positive behaviours within the nursery, with children demonstrating good behaviours and understanding, for example, of 'walking feet', 'indoor voices' and taking turns.
- Children have secure emotional attachments, especially with their key person and other familiar staff. When children arrive at nursery, staff welcome them and take an interest in how they are. If children have been away, staff encourage them to talk about their recent experiences.
- Managers consistently review the quality of the provision to ensure the environment encourages children's learning and development. Staff support each child's progress. As a result, children make good progress in their learning.
- Sometimes staff do not take every opportunity to maximise learning opportunities for children.
- Staff can do more to engage parents in sharing their understanding of children's progress in review processes.

What the setting needs to do to improve further

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

- take every opportunity to extend children's learning
- enhance systems of parental involvement so parents consistently contribute their insights to processes for reviewing children's progress.

Inspection activities

- The inspector observed the quality of teaching and jointly evaluated an activity with the manager.
- The inspector interacted with children, parents, staff and nursery managers and leaders at various points during the inspection.
- The inspector discussed children's learning and their progress with key persons, including their next steps and children's interests.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector had a tour of the setting and looked at the range of resources available for children's use.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable about how to keep children safe, with managers prioritising ongoing reviews of staff confidence in all aspects of safeguarding policies and procedures. Staff confidently identify signs of possible abuse and can readily describe how they would approach any concerns they may have for a child. Safer recruitment practices ensure that staff are suitable to work with children. Managers and staff carry out ongoing risk assessments of all environments so that children are safe, indoors and outdoors. This has led to changes, for example, to how outdoor space and longer walkways within the nursery are organised. Staff have regular supervision and support from managers to improve their skills and knowledge. This gives opportunities for professional development that are relevant and targeted for individual staff members.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of how children learn and develop. Staff engage with children positively and follow children's interests, encouraging children to play, explore and develop their imaginations with a wide range of good-quality resources. Staff promote children's physical development well. For example, they build in twice daily opportunities for all children to be outside and play in the garden. Younger children enjoy small slopes and steps, which have been created to enable children to challenge themselves. Children respond enthusiastically to staff praising children as they do so. Staff support children's communication and language skills well, including children who are learning to speak English as an additional language. Staff are effective in promoting children's understanding of the world. This includes planning to encourage children's awareness of different festivals, foods and aspects of history.

Personal development, behaviour and welfare are good

Staff help children to develop their independence. For example, children sit together to share healthy meals and are mostly encouraged to do things for themselves, such as helping themselves to food. Children, including young children, are encouraged to wash their hands and use and dispose appropriately of tissues for runny noses. Throughout the nursery, there is a focus on all children learning to respect the 'golden rules', such as sharing resources, helping with tidying up and responding appropriately to instructions. For example, egg timers are used to promote self-regulation and turn taking with information technology equipment. Older children are given daily duties for monitoring tasks within the nursery, such as tidying shelves and helping staff prepare for mealtimes. This develops children's self-awareness, sense of responsibility and cooperation with rules and routines.

Outcomes for children are good

Children develop skills that prepare them well for the next stage of their learning. Children make good progress, with children who speak English as an additional language learning equally well. Younger children have good listening, attention and concentration skills, which help to support more-rapid development in their communication and language. Older children are keen learners and are developing good mathematical knowledge of shapes and sizes.

Setting details

Unique reference number	EY412586
Local authority	Tower Hamlets
Inspection number	10080385
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	140
Number of children on roll	68
Name of registered person	Headstart Limited
Registered person unique reference number	RP529900
Date of previous inspection	27 February 2018
Telephone number	02075154843

Crossharbour Montessori Day Nursery registered in 2010 and it located in the London Borough of Tower Hamlets. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 26 members of childcare staff. 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.

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