

Inspection of Green Gables

St. Georges in the East Church, Cannon Street Road, LONDON E1 0BH

Inspection date: 21 August 2025

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 arrive happy and eager to start their day at this welcoming and inclusive nursery. Staff show genuine delight as they greet children and parents on arrival. Children settle easily and are visibly happy. The curriculum is ambitious, supporting all children to achieve success and make good progress from their starting points. Children's special educational needs and/or disabilities (SEND) are identified quickly, and appropriate support is provided. Staff respond well to babies' needs and encourage toddlers to become independent thinkers. They support children's emotional well-being effectively, helping them feel secure and motivated to learn. Children are well behaved. They listen and respond to staff instructions and treat each other with kindness and respect.

Babies are encouraged to explore the world around them and are gently guided by staff to engage in a variety of activities. For example, babies learn about different facial expressions, supported by the book of the moment and rhyme of the moment. Staff prepare older children for their transition to school through an eight-week programme. For example, children learn where and how to travel to their school, and develop higher-level numeracy and literacy skills. All children freely explore both indoor and outdoor environments. Staff provide extensive outdoor learning experiences. For example, children ride bikes, move freely, run, jump and climb, all of which support their curiosity and physical development.

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

- Staff show a genuine interest in babies. They sit with them and interact warmly. However, at times, they do not consistently use these moments to further develop babies' attention spans at a higher level. For example, opportunities are missed to say babies' names during interactions and to describe what the babies are doing.
- Partnerships with parents are strong. Parents speak highly of the staff and are very pleased with the relationships staff have built with their children. They receive regular updates about their child's progress and next steps in learning. Staff also provide parents with ideas to further support their child's learning at home. All of which helps support children to settle and develop their learning further.
- Staff work effectively with external agencies to identify and provide appropriate support for children with additional needs. For example, they complete individual support plans and gather detailed observations of children's learning to assist other professionals in evaluating and offering targeted support. Staff also develop tailored ideas and strategies to support children within the nursery, all of which helps children to catch up and prepare successfully for school.
- Leaders use additional funding effectively to purchase resources that help

support children's individual interests and extend their learning. These include items such as books, story sacks, puppets, jigsaw puzzles, visual aids and peg boards. All children benefit from these resources.

- Leaders support staff to improve their practice in order to better support children. For example, staff are offered regular supervision meetings and access to training packages both within the organisation and through external providers. Leaders know their staff well and ensure that any training is tailored to meet individual needs.
- Staff offer children rich cultural experiences beyond what they already know. For example, children learn nursery rhymes in Mandarin. Staff play the keyboard to help children learn the tunes and adapt the songs in both English and Mandarin. This approach helps support children's understanding by pairing traditional English rhymes with Chinese language, helping them to learn both languages together.
- Staff offer children healthy meals in line with national guidelines and standards, supporting their understanding of healthy lifestyles. Children enjoy observing how food is prepared in the kitchen through the hatch in the pre-school room. This provides valuable learning experiences about how food is cooked and helps build familiar, positive relationships with those who prepare their meals.
- Staff encourage children to be independent. For example, children are supported with toilet training according to their individual abilities. They choose their own play and make independent choices. Children attend to their personal care with gentle support from staff, which helps prepare them for their eventual move to school.

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:

- further support staff to help younger children to develop their understanding and build on their attention skills, for example regularly use children's names and say what they are doing.

Setting details

Unique reference number	EY338966
Local authority	Tower Hamlets
Inspection number	10413774
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	62
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0207 4882376
Date of previous inspection	15 March 2024

Information about this early years setting

Green Gables registered in 2006 and is located in the London Borough of Tower Hamlets. The nursery is open for 51 weeks of the year, from 7.30am to 6pm, Monday to Friday. The nursery offers government-funded places for childcare and receives specific funding for disadvantaged children. The provider employs 28 core members of staff, plus a relief team. Of these, 19 staff hold a range of qualifications from levels 2 to 6. The nursery follows the Montessori philosophy.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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