

# Inspection of kidsUniverse Montessori & Day Nursery (Harrow)

76 Marlborough Hill, Harrow, Middlesex HA1 1TY

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Inspection date: 2 July 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leaders and managers do not adequately oversee the work of all staff to make sure they support children to engage in purposeful play and activities. The curriculum is not well considered to ensure children gain the skills they should to help them progress. Staff in the pre-school room are ambitious for children but do not understand child development well enough to ensure realistic challenges. For example, they are keen for children to learn to write their names. However, this includes young children who have not had the opportunity to learn pencil control.

Children's communication and language is not planned effectively. Older children do not have access to books and do not sustain interest in group stories. Children who speak many languages are not supported to acquire English effectively. Some children are not encouraged to express their ideas and views and sometimes become upset. Older children are keen to learn but do not sustain their interest in activities and routines as they are asked to wait for their turn for unrealistic lengths of time. This does not prepare children for their next stage in learning. Babies settle well and enjoy joining in with action nursery rhymes, and practise their emerging physical skills with support from staff. Older children have access to lots of toys and resources. However, staff are not familiar with the purpose of the activities on offer to extend children's learning.

The nursery has experienced a high number of staff changes which has led to many staff working temporarily at the setting. The key-person system is ineffective. There are insufficient familiar adults who know and can meet children's individual needs. In the toddler room, staff do not support children sufficiently to help them settle with ease. This compromises children's emotional well-being. Staff greet all children warmly and many older children arrive happily. Managers do not ensure that staff are deployed effectively, particularly in the toddler room, to meet children's needs. Staff do not always know the whereabouts of the children in the large room in order to ensure children are playing safely. Older children repeat unwanted behaviour as staff do not help them to learn right from wrong.

The nursery remained open following the first national lockdown due to the COVID-19 (coronavirus) pandemic. Communication with parents during this period was poor. Parents report that they are aware of the policies and procedures of the nursery. They receive information about the corporate organisation, but not specifically about their children's care and learning. Insufficient steps have been taken to keep parents informed due to technology problems. The leadership and management team is aware of this and is working on it.

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

- The manager is aware that children's needs have changed during the COVID-19 pandemic. She knows what she expects staff to focus on to help children progress in their learning and development. However, this has not transpired in practice. Planning of the curriculum is ineffective. Children do not concentrate and engage well in their chosen activities. This is because staff do not use information that they already know about children to build on their existing skills.
- Staff do not build children's vocabulary, including children who speak English as an additional language. For example, staff sit alongside children but do not model words, actions or phrases to help them build and extend their vocabulary and thinking.
- Generally, staff supervise children to keep them safe. However, in the toddler room, during the inspection, staff were not always aware of where children were until the inspector made them aware that some children were playing in the toilet.
- Children do not learn how to manage their emotions and behaviour. In pre-school, staff use a bell to draw children's attention to a change of routine. However, at other times, children are not given clear instructions about what is expected of them. This is because staff give contradictory messages about what they can and cannot play with. For example, staff encourage children to sit on top of a climbing frame, yet, at other times, they tell children they must not jump from lower equipment because it is unsafe.
- Staff do not adequately support younger children's emerging awareness and understanding of learning how to use the toilet. In the toddler room, some children show an awareness that their nappy is wet or soiled, but staff do not use this opportunity to introduce them to using the toilet. This has an adverse impact on children's confidence, resilience and independence. Older children develop their self-help skills as they access toilets independently and learn to wash their hands to maintain their health.
- Children have ease of access to high-quality equipment and furniture. Children enjoy using their separate outdoor areas, benefiting from fresh air. Children like the freshly prepared and nutritious snacks and meals. Parents report that they were consulted when menus were recently changed.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that all staff have a clear knowledge about safeguarding and welfare issues and the reporting procedures to follow. This includes when to follow the whistle-blowing procedure if they have concerns about other staff. This compromises children's welfare and safety. The manager has a sound understanding about how to identify and manage potential welfare concerns about children should they arise. Vetting and recruitment procedures are secure and assure the suitability of staff to work in the setting. Staff ensure that the premises and environment children use are safe from potential hazards. The manager has systems to monitor attendance.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure all staff have an understanding about matters affecting children's welfare and the reporting procedures to follow in line with the local safeguarding children's board	06/08/2021
ensure staff are deployed appropriately to supervise and meet children's needs	06/08/2021
improve the curriculum planning and delivery to support children to regulate their behaviour and support their communication and language, including children with English as an additional language	06/08/2021
ensure an effective key-person system is implemented to offer children a settled relationship with familiar adults, and build relationships with their parents	06/08/2021
implement effective communication systems to share information with parents about their children's care and learning	06/08/2021
make sure children have access to a broad curriculum so they can acquire knowledge and skills to help them become successful learners.	06/08/2021

## Setting details

<b>Unique reference number</b>	EY499187
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10199264
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	07956 286 572
<b>Date of previous inspection</b>	29 March 2018

## Information about this early years setting

kidsUniverse Montessori & Day Nursery (Harrow) registered in 2016. There was a transition of ownership in 2019 and the nursery was taken over by Busy Bees Nurseries Ltd. The nursery is situated in the London Borough of Harrow. The nursery is open each weekday from 8am to 6pm and operates all year round, excluding public holidays. There are 15 staff with relevant qualifications, ranging from levels 2 to 4 and four staff who are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Seema Parmar  
Malini Mandalia

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- This inspection was risk assessed and brought forward because of concerns received.
- Parents spoke with inspectors and their views were taken into account.
- The inspectors held discussions with the regional director and manager about the nursery practices and procedures.
- The inspectors observed staff's interactions with the children indoors and outdoors, and held discussions with them at appropriate times during the inspection.
- The manager and the inspector completed a learning walk together.
- The inspectors reviewed documentation, including staff's suitability, qualifications and first-aid certificates.

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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