

# Inspection of Fun Kids Nurseries

41 Marlborough Hill, Harrow, Middlesex HA1 1TX

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Inspection date: 1 February 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is inadequate**

Children's individual needs are not always considered. For example, on occasion, children sit alone apart from other children at snack time or mealtimes. This hinders their emotional development as they are not able to build relationships with peers during this time. It also means that children are not able to develop their communication skills on these occasions.

Children do not make good enough progress in their communication and language development. They are not given the tools or language to express what they need or would like.

The quality of the curriculum is not good enough. Learning opportunities lack purpose. Children play alone or alongside their peers without interaction or support from staff to support their learning. Therefore, children are not well prepared for the next stage of their learning journey.

Too often, leaders act on the opinions of parents over their own professional judgement. For example, when parents ask for young children to learn phonics or not to go outside in the garden, the setting agree to this. This limits children's daily experiences and negatively impacts children's learning and development, as activities and opportunities are not age-appropriate.

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

- Leaders do not have the necessary knowledge and understanding of child development. They are unable to accurately identify the age at which children should achieve specific learning outcomes. For example, leaders explain that children from age two learn phonics. This does not demonstrate a good enough understanding of how young children learn and develop. Without this knowledge, leaders are unable to plan a clear, effective and progressive programme of learning for children in all areas of the curriculum.
- Leaders do not ensure that children who attend the setting on a part-time basis have access to the full early years curriculum. For example, at times, some part-time children do not have opportunities for physical development inside or outside during their nursery session. On these occasions, these children do not get the opportunity to be active and develop their gross motor skills.
- Staff do not consistently understand the progress that their key children have made and appropriate next steps for them. Too often key persons describe children's next steps as learning numbers or letters of the alphabet. This does not reflect children's age and stage of development. This means that key persons do not plan appropriate learning opportunities for individual children.
- Children are not well prepared for the next stage of their learning journey

because leaders do not ensure that children with special educational needs and/or disabilities (SEND) receive the targeted support and interventions that they need to make sufficient progress on their individual learning journeys. When children are first identified as possibly having SEND, leaders do not quickly put in place carefully planned interventions to see if these support children to make progress towards their learning goals. Leaders do not always identify when children need extra support from other professionals and make these referrals quickly enough. Where they have made a referral but it is taking a long time for children to get this support, leaders do not pursue this actively enough.

- Leaders ensure that staff receive safeguarding training and paediatric first-aid training. This has a positive impact on staff's understanding of safeguarding processes to follow. However, leaders do not effectively monitor staff performance to identify weaker areas in staff practice. They do not ensure that relevant staff receive effective coaching to help them improve their practice. This means that not all staff have the necessary skills and understanding to ensure good outcomes for children.
- The programme of learning for communication and language is not effective. Staff do not always model language accurately to children. For example, during snack time, staff say 'pancake finished'. This does not support children to learn accurate sentence structure. Staff do not support children as they play and narrate what they are doing, to help children to build their vocabulary.
- Parents speak highly of the nursery. They value how approachable leaders and staff are and leaders' flexibility around the hours that their children can attend the setting. This helps to build strong parent partnerships.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff undergo regular safeguarding training. They can explain the processes they need to follow to keep children safe. However, they do not always identify when these processes need to be put into practice. This means that leaders do not always make the necessary contact with external safeguarding agencies quickly enough. This could put vulnerable children at risk of harm. The nursery environment is clean. Staff practise effective hygiene practices, such as ensuring that children wash their hands well before eating. This helps to ensure that children do not become ill due to cross contamination.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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ensure staff receive effective coaching, monitoring, and support to help improve their understanding of their role and personal effectiveness	24/02/2023
ensure there is a suitably experienced manager who has a secure understanding of the early years foundation stage requirements	24/02/2023
ensure that leaders understand when to make child protection referrals and make these in a timely manner	24/02/2023
improve the key-person system to ensure children's individual needs are met	24/02/2023
ensure that children with special educational needs and/or disabilities are identified early and that timely interventions and support are provided as outlined in the SEND code of practice.	24/02/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
implement an effective and ambitious communication and language curriculum, so every child makes progress	10/03/2023
ensure that every child that attends the nursery has access to the full early years curriculum.	10/03/2023

## Setting details

<b>Unique reference number</b>	EY562363
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10257128
<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>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Funkids Nurseries Ltd
<b>Registered person unique reference number</b>	RP562362
<b>Telephone number</b>	07733306144
<b>Date of previous inspection</b>	16 August 2022

## Information about this early years setting

Fun Kids Nurseries registered in 2018. The nursery is based in the London Borough of Harrow. It is open from 7.30am to 6.30pm Monday to Friday all year round. The nursery employs 12 staff, 10 of whom hold appropriate childcare qualifications ranging from level 2 to level 7. The nursery offers funded places for children aged two, three and four.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of a group activity and snack time with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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