

Inspection of Park Royal Montessori Nursery

3A Unimix House, Abbey Road, LONDON NW10 7TR

Inspection date: 4 October 2023

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

Breaches to the safeguarding and welfare requirements of the early years foundation stage have a significant impact on the learning, safety and well-being of children. The provider has not made the required improvements to meet the statutory requirements, and many of the breaches of requirements found at this inspection have been raised during previous visits. This means that there continue to be significant weaknesses in the quality of the provision.

Children do not consistently receive high-quality interactions and rich learning opportunities. This is because leaders do not monitor how the setting's curriculum is implemented. Staff do not plan and deliver a broad and balanced range of activities and experiences. For example, staff do not implement educational programmes for children under two-years-old when they are in the mixed-age group.

Children's positive attitudes to learning and each other are negatively impacted by poor teaching. There are times when children's behaviour is disruptive to learning. Staff are not consistent in ensuring that they support children with managing behavioural expectations. For example, at times, staff tell children to use 'walking feet' when they run indoors, but more often this is unchallenged, and no explanation is given. As a result, children do not have consistent opportunities to learn about acceptable and unacceptable behaviour.

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

- Leaders failed to ensure that staff's understanding of safeguarding is up to date and secure. Some staff do not demonstrate sound understanding of safeguarding policies and procedures, including identifying signs of abuse. They are not clear about reporting procedures in line with the local safeguarding partnership. This negatively impacts on children's overall safety.
- Leadership and management are weak. Leaders do not focus on how they can support staff so they can build on what children already know and can do. As a result, the poorly delivered curriculum does not meet the individual needs of the range of children who attend.
- Leaders do not monitor the provision effectively. Staff do not benefit from effective supervision, training and support that help them to improve the quality of their teaching and personal effectiveness. Consequently, the quality of teaching is poor.
- Although every child has a key person, staff do not always fulfil their roles as a key person. For example, some children have limited contact with their key person, and some parents do not know who their child's key person is and how they can support their children's learning. This does not support formation of

strong and secure attachments and continuity of learning.

- Staff do not implement effective strategies to manage children's behaviour. For example, at times, staff do not challenge unwanted behaviour, such as throwing toys or pinching. They do not use appropriate strategies or language to teach children about expectations. This leaves children confused and not knowing what is expected of them.
- Staff do not follow hygiene practices consistently. For example, they fail to ensure that children wash their hands on their arrival and before breakfast. In addition, staff do not minimise risks to children effectively. For example, when starting a dancing activity, they do not ensure that the floor is clear of wooden blocks. This shows that staff are not vigilant enough and do not minimise the risk to children.
- Interactions between some children and staff are limited. Staff do not consistently support children to develop their language and vocabulary. At times, staff introduce new words, such as 'squirrel'. However, they do not ensure that children who are less confident to talk are engaged in group activities as much as others.
- Children benefit from daily play in the garden. They use wheeled toys and outdoor climbing apparatus. This supports the development of their full-body movements. Staff provide children with some opportunities to strengthen their small muscles as they explore dough, engage in sticking and gluing and make marks with pencils.
- Children have some opportunities to hear and use mathematical language. However, while singing a song, staff do not notice that the number of fingers they show does not correspond to the number in the song. Overall, implementation of the curriculum is not monitored well, and learning is often incidental rather than planned.
- Staff do not engage all children successfully. For example, staff do not promote learning opportunities during adult-led activities for the younger children. This means the younger children are not engaging in learning that is meaningful or purposeful for them.
- The learning environment does not support the curriculum intent. Incomplete resources are not replenished. This, along with poor-quality interactions, significantly limits children's learning opportunities and hinders their progress, including for children with special educational needs and/or disabilities.
- Overall, parents are satisfied with the service and say that their children are happy to attend.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not take all necessary steps to keep children safe. Some staff do not have an understanding of safeguarding policies and procedures, including identifying signs of abuse at the earliest opportunity and reporting procedures in line with the local safeguarding partnership. Some staff are uncertain about the responsibilities of different agencies and do not know about the setting's whistle-

blowing policy. Risk assessment is not robust, as staff do not remain vigilant and do not minimise risks to children's safety. The manager follows effective recruitment procedures to check staff's suitability to work with children.

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:

	Due date
train all staff to understand the setting's safeguarding policy and procedures, to ensure that all staff have up-to-date knowledge of child protection matters, including identifying signs of possible abuse at the earliest opportunity and reporting procedures in line with the local safeguarding partnership procedures	20/10/2023
improve oversight of the setting to ensure that leaders meet the responsibilities of their roles and that staff receive the support they need to improve their practice	20/10/2023
take immediate and effective actions to ensure that all staff receive effective supervision and targeted coaching and mentoring to ensure they understand their roles and responsibilities and to improve the quality of education for children	20/10/2023
put effective key-person arrangements in place to ensure that children's learning and welfare needs are catered for effectively and to establish strong partnerships with parents	20/10/2023
use consistent strategies for managing children's behaviour so that children have a clear understanding of appropriate boundaries and expectations	20/10/2023

implement effective risk assessment and good hygiene practices to promote the good health and hygiene needs of all children attending the setting.	20/10/2023
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve interactions between staff and children, including with children who are less confident to talk	04/12/2023
improve implementation of the curriculum in all areas to help children make the best possible progress	04/12/2023
support staff to differentiate teaching and implement the curriculum to meet the needs of all children, including children under two-years-old	04/12/2023
ensure resources available promote children's learning, curiosity and engagement.	04/12/2023

Setting details

Unique reference number	EY451672
Local authority	Brent
Inspection number	10311117
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	14
Name of registered person	Kindervine Day Nursery Limited
Registered person unique reference number	RP531866
Telephone number	02089653993
Date of previous inspection	21 March 2023

Information about this early years setting

Park Royal Montessori Nursery registered in 2012 and is situated in the London Borough of Brent. The nursery is open from 7.30am to 6pm, for 51 weeks of the year. It employs four members of staff, all of whom hold relevant early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the deputy manager and discussed the intentions for children's learning.
- The inspector observed the quality of interactions between staff and children and assessed the impact on children's learning.
- A joint observation of teaching and learning was carried out by the inspector and the deputy manager.
- A variety of documents were viewed, including staff qualification certificates and some suitability information.

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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