

Inspection of Park Royal Montessori Nursery

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

Inspection date: 21 February 2024

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

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure that all safeguarding and welfare requirements are followed at this setting. The provider has not made the necessary improvements since the last inspection. This has an impact on the learning, safety and well-being of the children who attend this setting.

The quality of the curriculum is not good enough. Staff do not use high-quality interactions to support children to develop in their communication and language. Staff do not use carefully planned learning opportunities to support children to achieve the next steps in their learning. Too often, key persons describe children's next steps as learning numbers or writing or reading 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 children. This does not support children to make good progress in their learning.

Staff do not support children effectively to understand how they should behave. They are inconsistent in communicating expected behaviours. At times, staff change their minds about what they are asking children to do and this becomes confusing for children. For example, they tell children that they are going to go and run around. However, staff then ask children not to run around, so that children have space to play with tricycles and toy buggies. This inconsistency around behaviour expectations does not support children to feel safe and secure within this environment.

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

- Although leaders make sure that every child has a named key person, they do not ensure that children's individual needs are met through the key-person system. For example, staff do not engage younger children in age-appropriate play and learning opportunities. At times, they leave them to roam around the room or sit with them, but do not interact with them and explain what is happening throughout the day. This impacts on the progress that children make and does not support their learning or emotional well-being.
- Leaders do not ensure that enough appropriately qualified and skilled staff are present at all times. This impacts on the ability of the staff to meet the individual needs of children. For example, during a circle time for children aged one to four years, staff were unable to engage all children due to their differing ages and stages of development. Some of the children began to run around the room or talk between themselves. This did not support children to make progress in their learning at this time.
- Staff have a poor understanding of how to support children to behave well. They do not clearly communicate with children about how they expect children to

behave. For example, staff tell children they have done 'good listening' after a story time session in which many children were distracted. Staff do not always challenge behaviour that does not meet their expectations, such as hitting or throwing toys. This does not support children to understand what positive behaviours look like or support them to follow instructions.

- Leaders have not put an effective and systematic curriculum for communication and language in place. There are too many occasions when quieter children are left to play with limited interactions unless they approach a member of staff. This means that children do not make enough progress in their communication and language. Staff do not always model language correctly to children. For example, staff lead children in singing about 'sleeping mice'. Too often, staff use a limited range of vocabulary in their interactions with children, such as when they repeatedly sing 'happy, happy, happy' to babies, without broadening the range of language they are using. This means that children do not have the opportunity to consistently learn accurate language or expand their vocabulary.
- Leaders do not ensure that staff always follow the latest government safety guidance when placing babies to sleep. For example, at times, staff put babies to sleep on their side with a pillow. They do not check them regularly enough as they sleep. At these times, staff do not support the safety of babies as they sleep.
- Leaders do not support staff to identify and remove or minimise potential risks to children. For example, staff hang aprons behind a sand/water tray. Children then need to climb on top of the tray to reach the aprons. Staff frequently allow children to climb on and off chairs and tables, creating a risk to children.
- Staff support children to develop their independence skills. They teach children the importance of brushing their teeth and washing their hands. Staff teach children how to put on their coat and use a knife and fork. This helps children to begin to develop some self-care skills.
- Leaders and staff prioritise building parent partnerships. They keep parents updated with what their child has been doing at nursery and plan outings to involve parents in the life of the nursery.
- Leaders have supported staff to improve their understanding of child protection processes. Staff now have sufficient understanding of processes to follow if they have identified that a child may be at risk of abuse. However, ongoing weaknesses in leadership and management compromise children's safety and welfare.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
ensure that key-person arrangements are used to effectively meet children's individual needs	07/03/2024
ensure suitably qualified staff are deployed effectively to keep children safe and meet their needs at all times	07/03/2024
support staff to consistently and effectively manage behaviour so that children understand the behaviour expected of them	07/03/2024
ensure that latest government safety guidance is always followed when placing babies down to sleep	07/03/2024
identify all risks to children and remove or minimise these hazards, so that children are safe at all times.	07/03/2024

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

	Due date
ensure that interactions between staff and children are of a consistently high quality to support children to make progress in their communication and language.	07/03/2024

Setting details

Unique reference number	EY451672
Local authority	Brent
Inspection number	10316210
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	17
Name of registered person	Kindervine Day Nursery Limited
Registered person unique reference number	RP531866
Telephone number	02089653993
Date of previous inspection	4 October 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 five members of staff. Three staff hold a level 2 qualification and two staff hold a level 3 childcare qualification. The nursery provides funded early education for two-, three- and four-year-old children.

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 deputy manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024