

Activetime Day Nursery Ltd

Unique reference number (URN): 2773142

Address: The Cadet Centre, Elmgrove Road, Harrow, HA1 2QA

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/01/2024

Registers: EYR, CCR, VCR

Registered person: Activetime children's activities day nursery Ltd

Inspection report: 9 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make clear and sustained progress from their starting points in all areas of learning. This is particularly evident in communication and language, where young children develop increasing confidence in speaking, using words and short phrases to express themselves. For example, in the outdoor library, children listen attentively to stories, recall familiar events and use new vocabulary such as 'nectar' and 'buzz', demonstrating growing understanding and language development.

Children with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care make rapid progress. For instance, children who were previously nonverbal or withdrawn now engage in interactions, use language and participate confidently in group activities.

Children develop and deepen a broad range of knowledge. For example, while planting and watering flowers, children talk about growth and what plants need to survive. Children are well prepared for their next stages of learning.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have established a calm, respectful and well-structured environment where expectations for behaviour are clearly understood and consistently applied. Staff model positive interactions and provide consistent guidance, enabling children to develop secure social skills, resilience and positive attitudes to learning. Relationships between staff and children are warm and responsive. Key persons know children very well and provide reassurance and support, helping children to feel safe and settle very quickly. This is particularly effective for children with special educational needs and/or disabilities and those who require additional emotional support.

Children learn to cooperate, share and resolve conflicts with increasing independence. Staff support this through modelling, questioning and encouraging children to reflect. For example, staff discuss with children how situations can be resolved and support them to consider the perspectives of others. Children behave well, demonstrate positive attitudes to learning and engage confidently in activities. Leaders promote the importance of attendance and punctuality effectively. They work closely with families to establish consistent routines and address any barriers, ensuring children attend regularly and engage in learning. Staff adapt their expectations and support in line with children's age, stage of development and individual needs. All children are supported to meet expectations successfully and confidently over time.

Children's welfare and wellbeing

Strong standard ●

Leaders prioritise children's welfare and wellbeing through effective care practices that meet children's individual needs. Staff know children well and adapt routines and provision to support their physical, emotional and developmental needs. This is particularly evident for

children with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care. They receive tailored and consistent support that reduces barriers to their wellbeing.

Secure attachments are a key strength. Key persons build close, responsive relationships with children, enabling them to feel safe and emotionally secure. As a result, children engage confidently in their learning and form positive relationships with others. Children are supported to develop an understanding of their health and wellbeing. Snack and mealtimes promote healthy eating, independence and language development. For example, children independently prepare fruit using chopping boards and safety knives, developing coordination and self-care skills. Leaders work closely with parents and carers to promote healthy eating, supporting children to make positive choices.

Staff support children to recognise and manage their emotions effectively. Through consistent routines and targeted strategies, children develop self-regulation and confidence. Routines, including settling in, sleep and transitions, are carefully planned and responsive, enabling children to feel secure and develop a solid sense of wellbeing.

Curriculum and teaching

Strong standard ●

Leaders demonstrate a clear understanding of the quality of the curriculum and teaching and make informed decisions to strengthen practice. The curriculum is ambitious, well-sequenced and broad, covering all areas of learning and development. It is designed to meet children's ages, stages and needs, with a clear focus on communication and language, personal, social and emotional development, and physical development. This ensures children develop the knowledge and skills needed for future learning.

Teaching is purposeful and responsive. Practitioners use their secure knowledge of child development and ongoing assessment to adapt teaching to children's starting points, including children who are disadvantaged, those with special educational needs and/or disabilities and those who face barriers to learning. For example, during construction play, staff support children to build structures inspired by London landmarks, introducing mathematical language, such as cylinder, square and rectangle, while encouraging problem-solving through questioning. This supports children's thinking skills and deepens their understanding of shape and space.

Language development is consistently prioritised. Staff model and extend vocabulary, for example, through a shared word board that helps children learn new words and revisits learned vocabulary. Assessment is embedded and informs planning, including mandatory progress checks. This means that teaching is well matched to children's needs and enables them to develop and secure their knowledge over time.

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture, where inclusive practice is a notable feature of the setting. Children's individual needs are identified early and supported effectively. Detailed information gathered from parents and carers, alongside ongoing assessment, enables staff to understand children's starting points and tailor provision

precisely. This is particularly evident for children with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care.

Leaders take effective action to reduce barriers to learning through well-considered adaptations and inclusive practices. For example, sensory spaces, sound-reducing panels and partitioned areas provide low-stimulation environments where children can regulate their emotions and sustain engagement. Staff use targeted strategies such as Makaton signing, visual supports and personalised communication approaches. This helps to ensure all children can access learning and participate fully. Leaders act as inclusion champions within the borough, working in partnership with the local authority to train and mentor other leaders, extending their practice beyond the setting.

Leaders monitor children's progress closely and review support regularly, adapting provision in response to changing needs. This means children with emerging or significant delays make measurable progress in communication, personal development and independence. Staff receive targeted training to meet children's individual needs. Leaders work closely with families and external professionals to ensure coordinated support, and early years pupil premium funding is used effectively to improve outcomes for disadvantaged children.

Leadership and governance

Strong standard 

Leaders demonstrate a clear understanding of the setting's strengths and priorities. Since re-registration, they have maintained continuity of care and built on established practice, ensuring a smooth transition that supports children's wellbeing and ongoing progress. Leaders take effective action to improve provision, particularly in supporting children with special educational needs and/or disabilities (SEND) and those facing barriers to learning, resulting in a more inclusive and responsive environment.

Leaders and those responsible for governance make decisions that are in the best interests of children. They work closely with families and external professionals to ensure support is coordinated and responsive, particularly for children with SEND and those known (or previously known) to children's social care. Professional development is prioritised. Staff receive regular supervision, targeted training and opportunities to reflect on practice, strengthening their knowledge and confidence. This helps staff to implement more effective strategies to support children's communication, emotional, behavioural and individual needs. Leaders consider staff's wellbeing and workload well, through ongoing support and open dialogue.

Leaders demonstrate a very clear understanding of their responsibilities to keep children safe. Policies and procedures, including those relating to reporting concerns and notifications, are implemented consistently and effectively. Leaders continue to refine their practice to further improve outcomes for all children.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children experience a highly inclusive, nurturing and purposeful environment where they achieve, belong and thrive. From their starting points, children, including those who are disadvantaged, those with special educational needs and/or disabilities (SEND), and those known to children's social care, make clear and sustained progress. They engage in meaningful experiences that build their knowledge and confidence over time. For example, children scoop and transfer cornflour and rice onto weighing scales while staff introduce mathematical language such as 'heavy' and 'more'. Children deepen their early

mathematical understanding while strengthening motor control through purposeful, hands-on exploration.

Secure attachments with familiar adults ensure children feel safe and understood. This is particularly evident for children who face barriers to their learning, including those with SEND, disadvantaged children and those known to children's social care. All children receive sensitive, tailored support, which is enhanced even further by the presence of a therapy dog. Children who experience anxiety or communication difficulties are supported to regulate their emotions, sustain engagement and build confidence. Over time, children communicate more effectively, participate fully in group experiences and develop the skills needed for their next stage of learning.

Children are motivated and increasingly independent. They take pride in their achievements, manage self-care routines and cooperate well with peers. Leaders engage effectively with families to promote regular attendance and maintain consistent routines that support children's wellbeing. Families are welcomed and valued, and children flourish socially, emotionally and developmentally.

Next steps

- Leaders should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, children, parents and carers during the inspection.

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.

Inspector:

Anahita Aderianwalla

About this setting

Unique reference number (URN): 2773142

Address:

The Cadet Centre
Elmgrove Road
Harrow
HA1 2QA

Type: Childcare on non-domestic premises

Registration date: 19/01/2024

Registered person: Activetime children's activities day nursery Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Harrow

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 9 April 2026

Children numbers

Age range of children at the time of inspection

2 to 9

Total number of places

76

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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