

Millie's House Nursery and Pre-School

163 New Kings Road, LONDON, SW6 4SN

Inspection date

Previous inspection date

05/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- There is a good partnership with parents, promoting children's learning and development well.
- Children receive good support to settle well when they start at the nursery and build strong bonds with staff who prepare them for their move from one room to another.
- Staff help children develop and learn because they have a good knowledge of children's interests and base planning around these.
- Staff consistently support children who learn or speak English as an additional language to develop their communication and language skills.

It is not yet outstanding because

- The nursery does not provide children with a broad range of resources in the outside play to extend their learning and development.
- The nursery does not make the best use of resources that reflect other people and communities to fully support children's understanding of diversity.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interactions.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation relating to the children's progress and some policies and procedures relating to the children's welfare.
- The inspector took into account the views of the parents spoken to on the day.
- The inspector spoke to staff and management during the inspection.

Inspector

Jane Bull

Full Report

Information about the setting

Millie's House Nursery and Pre-School registered in 2012. It is part of a chain of 15 nurseries across London and Surrey. The Nursery and Pre-School are situated in a converted building in a residential area of Fulham, in the London Borough of Hammersmith and Fulham. There are four age appropriate rooms on several floors with a lift available for access. There is an enclosed area for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 11 children on roll in the early years age range. The nursery is open each weekday from 8.30am until 6pm, all year round, closing for bank holidays and one week between Christmas and New Year.

The nursery employs four staff to work directly with the children, all of whom hold a relevant childcare qualification. The nursery supports children with special educational needs and/or disabilities and children who learn or speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- introduce more resources to the outdoor area to extend children's physical development
- develop further opportunities for children to understand people and communities in the world around them.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff use good teaching techniques, have high expectations of children and motivate them in their learning. There are comprehensive systems in place to identify children's starting points for learning and development. Each child has a learning journal which holds essential information about the child's home background, their interests and general development. This helps staff care for them according to their specific needs. For example, new children are soothed by staff who sing the children's favourite songs to them when they are upset. Parents provide photographs of the key people in their children's lives for family books. This means that staff are able to help children feel calm and settled and have their needs understood. Staff make regular observations and use

these to plan activities that follow the children's individual interests and help them to progress. As a result children are keen to learn and make good progress towards the early learning goals. Staff carry out two-year progress checks on relevant children that help identify how well children are making progress in the prime areas of learning.

Staff work well with parents to make sure children who learn or speak English as an additional language have their language development promoted. The nursery puts information about national programmes such as 'Every Child a Talker' (ECAT) on display to help parents further support their children's language development at home. Parents are encouraged to share information about home languages and key words when their children start at the nursery. This helps narrow any communication gap between them and the other children. Staff are effective in teaching younger children how to speak. For example, they describe things the children are playing with and sing with them. Staff who are bilingual are able to talk to the children in their home languages as well as English. This helps children to feel included and valued and promotes their communication and language skills. Children are encouraged to draw and make marks to develop their early writing skills. Staff skilfully help children to solve problems themselves, for example by pouring water from one container to another to learn about quantity. Staff encourage children's independence and praise their efforts, which gives them the self-confidence and motivation to continue. Staff provide opportunities to use mathematics in practical situations. For example, children help staff to count mats at snack times and make links between numbers and objects. Babies can reach and choose a wide range of resources in low-level baskets. As a result they are keen to explore their surroundings. This supports their all round physical development. However, the range of resources on offer does not include many that reflect the cultures and faiths of others in the community. This means that children are not able to fully develop their understanding of the multicultural world and learn to value differences.

Parents comment that they are happy with the way the nursery keeps them informed and involved in their children's learning. Staff speak to parents in the morning and when they collect their child to tell them about what their child has done. Parents of younger children receive a daily information sheet about their child's day. Staff actively involve parents in children's ongoing learning and development, which offers consistency between the nursery and home. Regular parents' evenings take place when staff share written reports with them. Consequently, children make good progress in their development and are prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

The key person system is efficient, which helps the children to feel safe and secure. Parents confirm that their children form strong bonds with their key person who knows how to support them. The settling-in procedure for new children is carefully planned and supported by staff and parents. This means that separation anxiety between parents and their child is minimised. Children and their parents are warmly greeted at the beginning of their day and staff closely support new children who have recently started at the nursery. There is a calm and relaxed atmosphere throughout the nursery. Children receive lots of

praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models for children and they manage children's behaviour in a sensitive and appropriate manner. Children are encouraged to share and take turns. This helps the children to understand expectations and develops their social and emotional skills. Children's independence is effectively supported as the environment is well organised. For example, there are low-level baskets with pictures of the toys inside to help children make their own choices in their play. Older children have pegs they can reach independently, to hang up their coats and other belongings.

The effective use of the indoor area means that the children have access to a wide range of learning opportunities. For example, water play, painting, drawing activities, looking at books, and building with construction materials. Younger children take part in physical activities such as climbing and balancing. This means they have the opportunity to learn about taking risks in a safe environment. Children's work is put up on display at their eye level which gives them pride in their achievements. However, staff do not fully use the outdoor area to support the children's development and there are fewer resources to extend children's learning and physical development outside. For example, there are no displays on the walls, large play equipment or a suitable area to use wheeled toys.

Staff make sure nappy changing procedures are hygienic and demonstrate hand washing to encourage the youngest children to adopt good habits. Children have good opportunities to learn about a healthy lifestyle. Children enjoy having fresh fruit during snack time and drinking water is available throughout the day. Good varieties of healthy meals are prepared at the nursery and follow children's dietary needs well. Meal times are a sociable occasion where young children are encouraged to feed themselves and learn to be independent. Staff effectively safeguard and support children's welfare. Staff are secure in their understanding of the procedures to follow if they are concerned about a child's welfare. Staff check sleeping children regularly to ensure they remain safe and well.

Staff consistently support children to prepare for their move to their next stage of learning. They are taken to play in their new room over a period of time. This means that they can become familiar and comfortable with their new room and the staff and are well prepared for the move.

The effectiveness of the leadership and management of the early years provision

The management are fully aware of, and meet the requirements of the Statutory Framework for the Early Years Foundation Stage. For example, the manager is trained in safer recruitment and staff are screened before being employed to make sure they are suitable to work with children. Staff attend safeguarding training and understand how to safeguard and protect children. For example, new staff do not take part in any personal care or supervision of children until they have been positively vetted. Deployment of staff is effective, which means that adult to child ratios are met throughout the day. The staff effectively use daily risk assessments to identify and limit children's access to potential hazards so they keep safe.

The management continually look for ways to improve the quality of their service. This means that they are able to maintain high standards in order to benefit the children. The manager regularly observes staff and trains them on policies and procedures at staff meetings to drive improvement in the outcomes for children. The manager holds one-to-one supervision meetings to help staff to improve their practice. This helps the manager monitor the effectiveness of the educational programmes and identify where improvements need to be made. A good range of policies and procedures is in place to inform parents and guide staff in their practice. These include safeguarding, complaints and equal opportunities.

The management make good use of self-evaluation to identify areas for improvement. This means that action plans are focussed and there is a clear vision as to how to move the nursery forward and improve practice. For example, the nursery is moving on to using an interactive learning diary to monitor children's progress. Parents and staff will be able to use the internet to share and record details of observations and developments the children have made. This means that parents will be able to work together to contribute to the record of their children's progress throughout each term.

Partnership working with parents is well developed. The management use parents' reviews to find out their opinions on the nursery. They implement changes that have a positive impact on children's learning and development. For example the parents' notice board is now in a more accessible location and there is an informative display on the Early Years Foundation Stage. Parents of children who learn or speak English as an additional language comment that their children's language has been supported well since they started at the nursery. This means that children make good progress because of these well-developed partnerships.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY454751 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 900030 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 78 |
| Number of children on roll | 11 |
| Name of provider | South West London Nursery Company Limited |
| Date of previous inspection | not applicable |
| Telephone number | 020 7731 0440 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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