

Millies House & Nursery Preschool

344-346, Fulham Palace Road, London, SW6 6HT



Inspection date 17 January 2018
Previous inspection date 5 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not use effective performance management procedures to monitor and mentor staff regularly, to identify staff training needs further, to benefit outcomes for children.
- At times, staff complete tasks for the younger children, rather than encouraging them to do things for themselves to support them to develop their independence skills to the highest levels.
- Leaders do not evaluate the provision well enough to help identify and address all areas for improvement.

It has the following strengths

- Overall, staff are skilful educators, who have a good understanding of how children learn and their role in supporting them. Children are keen and enthusiastic learners. They make good progress in their learning and development.
- Staff complete regular assessments of children's achievements so they can plan for their future learning. They plan interesting activities and experiences to support children's individual interests and needs.
- Staff help children develop a positive awareness of similarities and differences between themselves and other people. For instance, staff display photographs of children and the countries they originate from, for children to compare and discuss with their friends. Children have opportunities to hear their home languages spoken in the setting by staff.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ implement effective and regular performance management systems, to provide staff with opportunities to discuss their personal effectiveness and professional development. | 02/03/2018 |

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

- extend the opportunities for younger children to do things for themselves and become more independent
- develop the self-evaluation process to identify and target all areas for improvement.

Inspection activities

- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff are knowledgeable about the procedures to take should they have a concern about a child's welfare. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Leaders and staff use self-evaluation to identify some areas for improvement. However, they do not implement robust performance management procedures to help staff develop their skills and knowledge further. Nevertheless, leaders monitor children's progress to ensure children are developing in their learning. Partnerships with parents are effective. Leaders and staff keep parents well informed about their children's learning, for instance, through regular parents' meetings to discuss children's progress. Parents are very complimentary about the staff team. For example, they comment on the homely feel of the nursery.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They provide children with stimulating experiences supported by visitors into the setting, such as weekly music group sessions. Children learn about tempo and rhythm in music, and develop a wide repertoire of songs and rhymes. Staff support children very effectively in small-group sessions to develop good skills in their communication and language. For example, they encourage children to ask their friends questions, to help identify letters and their sounds. Staff offer babies good opportunities to explore paint using their senses. Leaders and staff work closely with other professionals involved in children's care and learning, to meet children's needs and ensure they make good progress.

Personal development, behaviour and welfare are good

Children behave well. Staff are caring and are good role models. For example, they help children understand how to take turns, share and be respectful to others. Staff support older children well to learn to negotiate and resolve conflicts amicably. Babies develop close and affectionate relationships with staff, and feel secure. Children benefit from regular access to a well-resourced outdoor play space on a daily basis. Staff help children to develop a good understanding of healthy lifestyles. For instance, children are able to access fresh fruit throughout the day and enjoy healthy and nutritious meals.

Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. They are confident, happy and motivated to learn. They listen very attentively during adult-led group activities. Children's early literacy skills are developing well. For example, children form recognisable letters as they develop their early writing skills. They develop a good understanding of mathematical terms, such as recognising and naming three-dimensional shapes in the environment.

Setting details

Unique reference number	EY425467
Local authority	Hammersmith & Fulham
Inspection number	1062458
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	84
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Date of previous inspection	5 August 2013
Telephone number	02073819523

Millies House & Nursery Preschool registered in 2011. It is one of a group of nurseries run by Childcare & Learning Palace Nursery Cranbrook Ltd. It is located in the Fulham area of the London Borough of Hammersmith and Fulham. The nursery is open each weekday throughout the year from 7.30am to 6.30pm, closing for one week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 12 members of staff working with the children. Of these, two hold relevant qualifications in early years at level 6, six staff hold a relevant qualification at level 3 and 2 hold qualifications at level 2.

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