

Inspection of Millie's House Nursery & Pre-School

1 Cambridge Avenue, New Malden, Surrey KT3 4JY

Inspection date: 12 October 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicableNot applicable

What is it like to attend this early years setting?

The provision is inadequate

The nursery has been unfortunate to lose two managers within a short period, which has led to a great deal of uncertainty among staff and parents. Although parents report that their children are happy to attend and that staff look after them well, they raise concerns about the poor management of the setting. A number of areas in which the provider has been told to improve, remain ineffective. There are times when babies enjoy some lovely one-to-one time with staff, who sing, make eye contact and copy sounds. This helps them to develop their communication skills. However, overall, children are not receiving a good enough level of support in their learning. As a result, they are not making the progress they are capable of. The nursery has recently employed a regional development manager, who has already started to make improvements. For example, she has attended the nursery regularly, gathered the views of staff and parents, and developed a well-targeted action plan. Staff welcome this level of support, which is yet to have a sufficient impact. Children are, generally, settled and enjoy their play. However, as staff do not yet have a sufficient understanding of the curriculum, the activities lack challenge and children become bored and wander around without purpose, which can lead to unwanted behaviour.

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

- Children are, generally, happy at the setting, but due to the curriculum not being effectively planned and implemented, they lose interest and do not persevere with challenges. Staff are often busy with housekeeping tasks, such as creating wall displays or cleaning, meaning children do not receive a high-quality learning experience. A lack of leadership within the rooms means weaknesses in practice are not being quickly identified.
- Staff are caring and want the children to do well. However, they have not received effective support or training in how they can promote children's learning and build on what children already know. As a result, children have little direction and do not make the progress they are capable of. This particularly has an impact on children who are already behind in their development and who may have special educational needs and/or disabilities.
- The management team has tried to simplify previously complicated procedures, such as processes to ensure children's dietary needs are met. The employed chef understands these procedures, yet cover staff do not receive enough training or supervision to ensure these are followed properly in her absence. This puts children at risk.
- Systems for monitoring staff's ongoing suitability are not effective. Induction procedures are weak and staff state that they feel unsupported. Some staff lack a good enough understanding of child protection matters. Supervision meetings are planned, but the quality and timeliness of these has been poor. This means

staff have less opportunities to raise any concerns they may have about a child.

- At times, children from different family backgrounds are supported well. Staff work closely with parents to find out about the family and how best to support their needs. This helps children feel valued and included.
- Children show care towards their friends. They seek them out to play and spontaneously give them a cuddle and hold their hand. Generally, children share toys well.
- Children understand how they can keep themselves safe. They understand routines and follow instructions. When climbing stairs, they are careful and ensure they give their friends enough space to prevent any trips and falls.
- Staff join children in their play, sitting at their level and encouraging some discussions.
- Children enjoy opportunities to be creative. They show their independence as they collect paintbrushes and explore the paint. Children are beginning to recognise some letters exclaiming, 'p is for pink'. However, their learning is not yet carefully planned and sequenced to support their progress.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a sufficient understanding of the procedures in place to safeguard children. Induction processes to support new or agency staff are not robust enough to ensure they have a clear awareness of their responsibilities. As a result, staff are unsure of what to do if they are concerned about a child, or how they should respond if they see staff act inappropriately. The management team is aware of notification procedures and understand the importance of sharing information with other agencies. They have taken some action to improve systems to promote children's health and well-being. However, there has been no effective training to ensure all staff fully understand their responsibilities and procedures to keep children safe.

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
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consider how staff can be deployed more effectively to ensure they know the children well and can consistently meet their needs, particularly in regards to supporting their learning and development	12/11/2021
improve supervision arrangements for staff and ensure there are strong systems in place to provide ongoing coaching, support and training, particularly to improve the quality of education and ensure staff understanding of dietary procedures	12/11/2021
ensure all staff, including those new to the setting, have a thorough understanding of safeguarding matters, including the action to take if they have concerns about a child and whistle-blowing procedures	12/11/2021
strengthen the information provided to parents and carers to ensure they are fully informed of relevant changes to the setting, including staffing matters.	12/11/2021

Setting details

Unique reference number	2567294
Local authority	Kingston upon Thames
Inspection number	10209686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	121
Name of registered person	South West London Nursery Company Limited
Registered person unique reference number	RP904378
Telephone number	01293 772561
Date of previous inspection	Not applicableNot applicable

Information about this early years setting

Millie's House Nursery & Pre-School is located in New Malden, Kingston upon Thames. The nursery registered in 2020 and is open Monday to Friday from 7.30am until 6.30pm. There are five other nurseries in the group. There are 14 staff working with the children, nine of whom, hold relevant qualifications at level 2 or above. The nursery is in receipt of two- and three-year-old funding.

Information about this inspection

Inspector
Amanda May

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and a member of the senior management team conducted a learning walk and discussed how the curriculum was implemented.
- The inspector completed a joint observation with a member of the senior management team to observe and assess the quality of teaching.
- Parents shared their views and experiences with the inspector.
- This inspection was carried out following the risk assessment process.

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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