

# Inspection of Millie's House Nursery and Pre-School

163 New Kings Road, LONDON SW6 4SN

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Inspection date: 20 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children do not receive a good enough level of care and learning at this nursery. They are keenly welcomed as they arrive. However, because there are frequent changes to staff, they are regularly looked after by people that they barely know. Furthermore, staff are moved between rooms during the day, so that the consistency for children is reduced even further. As a result, children who are new to the setting find it difficult to settle and build secure emotional bonds with staff. On occasion, babies and younger toddlers become very upset, because their needs are not consistently and carefully considered by a key person.

Despite the significant weaknesses, most children enjoy being at the nursery. They have access to a range of activities and resources, which they can choose from independently. They enjoy outdoor play in the nursery garden or at a nearby park. However, staff do not know enough about children's development to consistently extend their learning. Children who need extra support do not receive the timely help that they need, to make the progress that they are capable of. Children show positive behaviour most of the time. However, staff do not consistently teach them about the consequences of their actions and help them to moderate their behaviour.

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

- The nursery has been through a period of instability, during which there have been several changes to the manager and staff. A new manager and leadership team are in place. They describe how they plan to bring stability to the nursery and improve the quality of the provision. They have identified areas of weakness and have set out ambitious aims for the nursery. However, it is too soon to judge the effectiveness of these.
- The manager plans to implement regular supervision for staff, to help them develop their professional skills. However, this is not yet imbedded in practice. Staff regularly update mandatory training and their understanding of safeguarding is good. However, they have not been given effective support to develop other areas of their professional knowledge. Therefore, the quality of teaching is inconsistent, and interactions between staff and children are often weak. For example, staff do not use questioning effectively to encourage children to develop their critical thinking skills.
- Parents are generally happy with the nursery and praise the staff for being kind and caring. However, some parents say that there have been frequent changes to their children's key person. Therefore, the support for their children's learning has been inconsistent. Parents also say that they are not well enough informed about their children's progress. Consequently, they are unsure about how they can support this at home.

- Leaders understand the curriculum and know what they want children to learn. However, most of the staff are not able to implement a robust curriculum, due to poor staff deployment and weaknesses in their professional knowledge. Therefore, children do not make good enough progress in their all-round development.
- Assessments of children's development are weak. Staff complete the required progress checks when children are aged between two and three years. However, these do not always accurately reflect what children know and can do. Consequently, gaps in children's learning are not swiftly identified.
- Although all children are allocated a key person, the weak practice and poor staff deployment means that they do not fulfil this role well enough. For instance, key persons are sometimes too busy organising routines and temporary staff to give children the specific support they require.
- Staff lack understanding of how to promote positive behaviour. Although they intervene quickly to solve disagreements between children, they do not help them to manage their own feelings and behaviours. For example, staff do not explain the risks involved if children throw toys.
- Children learn about the importance of a healthy lifestyle. They follow good hygiene routines and enjoy healthy meals and snacks. Staff encourage children to become independent with their personal care. For instance, children become adept at serving their own food and drinks at mealtimes.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not prioritise children's emotional security. Therefore, not all children feel safe and secure at the setting. Staff receive regular safeguarding training and are aware of the signs of abuse and neglect. They understand the procedures to follow, should they have concerns about the welfare of a child or the conduct of a staff member. This includes the processes to involve other safeguarding agencies, to help protect children. Leaders and staff assess the environment to remove and reduce potential hazards. There are robust recruitment processes, to help ensure staff's suitability.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
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implement an ambitious and challenging curriculum, to help all children, including those who are not making the progress expected, to engage well and make the best possible progress in their learning	02/12/2022
ensure that support and supervision arrangements for staff are effective, to improve the quality of teaching and promote the best outcomes for children	02/12/2022
improve the systems for assessing children's learning and ensure that the required progress checks accurately reflect what children know and can do	02/12/2022
deploy staff effectively, to ensure that they provide consistent support for children's emotional development, care and learning needs	02/12/2022
strengthen the key-person system, to ensure that all children's care and learning experiences are tailored to their individual needs, and keep parents informed about their children's progress	02/12/2022
help staff to develop consistent and effective strategies to promote children's positive behaviour.	02/12/2022

## Setting details

<b>Unique reference number</b>	EY454751
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10238833
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	South West London Nursery Company Limited
<b>Registered person unique reference number</b>	RP904378
<b>Telephone number</b>	020 7731 0440
<b>Date of previous inspection</b>	20 December 2016

## Information about this early years setting

Millie's House Nursery and Pre-School registered in 2012. The nursery is open each weekday, from 8am until 6pm, for most of the year. The provider employs 10 members of staff. Of these, six have early years qualifications. One member of staff holds a level 6 qualification and other staff are qualified at level 3 or level 2. The nursery offers funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss issues such as recruitment and staff supervision. They ensured that relevant documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times 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.

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