

Inspection of Millies House & Nursery Preschool

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

Inspection date: 13 December 2022

Overall effectiveness	Inadequate
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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's safety cannot be assured at this nursery. The nursery is going through a challenging time with regards to staffing. The provider does not always meet statutory qualification and ratio requirements. This impacts on children's safety, learning and development.

Children are not always supported to develop their curiosity. Too often staff interrupt children as they explore, by telling children 'no' without explaining the reason for this. This impacts on children's curiosity and desire to explore the environment around them. Staff do not have high enough expectations of what children can learn and achieve in all areas of the curriculum. This means that children do not make enough progress in their learning and development while at nursery.

Children form close bonds with a few permanent members of staff, such as the deputy manager and the third in charge. These staff get down to the child's level and interact warmly with them as they play. However, too often other staff simply give children instructions such as 'get down from there'. This does not help children to develop their communication skills or to form bonds with these staff members. Therefore children do not always develop positive attitudes to learning.

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

- There has been a high turnover of staff and there are a high number of agency staff at the setting. The provider is not meeting the legal requirement that at least half of all staff hold qualifications in childcare. Additionally, the provider does not meet staff to child ratios all of the time. Therefore, there are not enough staff with the necessary skills and understanding to provide a good level of care and education to the children.
- Leaders do not implement an effective key-person system. Each key person has too many children whose care and learning needs they are responsible for. This does not allow staff to carry out the role of the key person well. At times, key persons can speak about children's likes and interests. However, they rarely understand each child's next steps in their learning journey. This means that they do not plan learning opportunities for children to meet these next steps. This has an impact on the progress the children make.
- Staff physically handle or move children too often without their consent. For example, when some children go to sleep, at times staff pat them firmly on their lower backs to send them to sleep. On other occasions, staff remove children from equipment without explaining what they are doing. This does not help children to understand how to display positive behaviour, or that they have autonomy over their own body. It also impacts on children's self-esteem.

- Leaders do not implement an effective programme of learning for communication and language. Staff have low expectations for what children can achieve in their language development. They do not always speak in full sentences to children. Instead, staff sometimes use single word commands such as 'do' when asking children to carry out a task. This does not help children to widen their vocabulary or develop their sentence structure. Staff read stories to children who show an interest in books. However, staff do not consider how to expose all children to new language by listening to stories throughout the day.
- Staff do not provide enough opportunities for children to be physically active. They do not consider how to support children to develop specific skills in their physical development such as climbing, balancing and jumping during daily play. This does not help children to develop their physical skills or their overall fitness levels.
- Leaders have a clear intent for what they would like children to achieve through the curriculum. However, they do not share these intended learning outcomes with all staff consistently, so staff do not plan how to help children achieve these outcomes. Therefore, children do not make enough progress in their learning.
- Leaders have a programme of training in place to support the professional development of staff. They also carry out individual supervision meetings with staff. However, leaders do not use these meetings to address weaker or unsafe practice. This means that staff are not able to successfully fulfil the requirements of their role.
- Leaders work hard to build parent partnerships. Parents describe effective processes for new starters to settle in well to nursery. Parents value the verbal communication at handover, and pick up and the warm and friendly nature of permanent staff. This helps children to transition easily between home and nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have some understanding of necessary safeguarding processes and procedures and know where to turn for advice if necessary. Staff understand the processes to follow if they have a concern about a child. However, leaders and staff do not confidently identify colleagues whose practice is not in the best interests of children. This includes staff who physically move or handle children without their consent. This means that staff do not follow whistle-blowing procedures consistently. It also means that poor practice which could put children at risk of harm, such as physically moving or handling children unnecessarily, continues unchallenged. This does not prioritise the safety and well-being of children.

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
ensure that at least half of all staff, excluding the manager, hold at least an approved level 2 qualification	03/01/2023
ensure that the statutory requirement regarding ratios is met at all times	03/01/2023
put effective arrangements in place to support, coach and train staff to enable them to fulfil the requirements of their role	20/01/2023
train staff to identify concerns about a colleague's practice and to follow whistle-blowing procedures.	03/01/2023
ensure that staff meet children's sleep and care needs in a safe and gentle way	03/01/2023
implement an effective key-person system, so that key person understands their key child's next steps and how to support them to achieve these	20/01/2023
implement an ambitious and effective curriculum for communication and language	20/01/2023
implement an ambitious and effective curriculum for physical development.	20/12/2022

Setting details

Unique reference number	EY425467
Local authority	Hammersmith & Fulham
Inspection number	10266975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	69
Name of registered person	Childcare and Learning (Cranbrook) Limited
Registered person unique reference number	RP906909
Telephone number	02073819523
Date of previous inspection	11 December 2018

Information about this early years setting

Millies House & Nursery Preschool registered in 2001. It is located in the London Borough of Hammersmith and Fulham. The nursery is open from 7.30am until 6.30pm, Monday to Friday, and closed for one week between Christmas and New Year. There are seven members of staff permanently employed to work with the children. Of these, five hold childcare qualifications. The nursery also utilises agency and bank staff. The nursery receives funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the pre-school 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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with leaders.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's 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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