

Inspection of Millies House & Nursery Preschool

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

Inspection date: 30 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are very happy and secure in this homely nursery. They quickly form close relationships with their key person, who interacts warmly with them. They form friendships with other children attending. This means they are eager to come to nursery. Children behave very well, they know to share and what is expected of them.

Managers and staff have high expectations for every child attending. They find out about their individual interests and needs from the onset. Children spend their time purposefully engaging in a variety of stimulating and age-appropriate activities, which capture their unique interests. For example, children have great fun identifying different animals and the sounds they make. They recall trips they have made to the zoo and farm. Children learn about the importance of recycling. Babies thoroughly enjoy exploring sand and grasp objects.

The curriculum is well planned to help children develop the skills they need and progress through the stages of development and build on what they know. Staff regularly check children's understanding before moving on to the next stage. For example, children are encouraged to count to ten as they play "Mr Wolf". Staff observe to see if children are confident counting and using numbers in a variety of ways, before helping them learn to count higher.

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

- The nursery has made significant improvements since the last inspection and have addressed all previous actions. The new manager works closely with early years advisers to make improvements. Ongoing support and development opportunities have been implemented to help all staff build on their knowledge and teaching skills. An effective key-person system is in place, which helps children to feel secure and settled in the nursery. The revised curriculum has improved opportunities and outcomes for children. For example, increased opportunities for physical development and a stronger focus on communication. The managers continually look for ways to improve the quality of the provision.
- Staff share good relationships with parents. Parents comment staff are caring and their children enjoy attending nursery. Staff find out about children from the start. Newsletters, online communication and meetings help keep parents informed. However, not all parents are clear about ways to work with the nursery to extend and support their children's learning at home. As a result, children's learning is not being extended as far as possible.
- Children's health is supported well. Children have opportunities to role play people who help us, such as dentists and nurses. They learn about keeping their bodies and teeth healthy. They learn about the importance of a healthy diet. For

example, staff talk to children about healthy eating as they pretend to cook in the mud kitchen. Children recognise the importance of good hygiene. They demonstrate this as they pretend to wash their hands before cooking, during role play.

- All children make progress in relation to their starting points. Staff observe children and track the progress they make. They identify any areas where children may need support, to ensure they don't fall behind. Staff understand the importance of working with other professionals when the need arises. This helps to ensure that children receive consistent support in their care and learning. Children are confident, motivated to learn and develop independence from an early age. This helps prepare them for the next stage in their learning. The nursery shares links with local schools to support and prepare children for their move on to school.
- Staff encourage children's communication and language. They make eye contact with babies and respond to the sounds they make. Children focus, listen, and learn new words as they explore flour, water and leaves and talk about textures. They become engrossed in a story about caterpillars. Staff capture children's interest by using props. Children learn new words, such as "cocoon". Children who speak English as an additional language are supported well, and they have opportunities to use and hear home languages in the nursery.
- Staff help children to grow in confidence, and support their care needs well. For example, babies' routines are known by staff, and sleep and changing routines are conducted with sensitivity. Staff talk gently to babies and explain what they are doing. Staff help babies develop their large muscles by encouraging them to stand. Children learn to understand feelings, and to respect others. They celebrate different events throughout the year.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe. All staff complete safeguarding training and ongoing discussions ensure their knowledge is kept up to date. They are able to recognise signs that may indicate a child is at risk of harm, and how to record and report any concerns about a child's welfare. Staff demonstrate a secure understanding of broader safeguarding issues, including the 'Prevent' duty guidance and female genital mutilation. Staff understand whistle-blowing procedures. Suitable policies and procedures are in place. Managers follow suitable recruitment procedures, to ensure staff are properly vetted and remain suitable to work with children. Staff are effectively deployed to ensure that children are well supervised and kept safe.

What does the setting need to do to improve?

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

- review sharing of information about children's care and learning with parents to ensure that all parents are helped to support children's learning at home to enhance their learning even further
- identify an even more targeted plan for professional development to increase knowledge and skills further.

Setting details

Unique reference number	EY425467
Local authority	Hammersmith & Fulham
Inspection number	10271472
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	60
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	13 December 2022

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

Deborah Orchard

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector viewed all areas of the premises available for children.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability and training.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and curriculum is organised.

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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