

# Inspection of Mill House Day Nursery

Mill House, 44-46, Mill Green Road, Mitcham, Surrey CR4 4HY

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Inspection date: 17 January 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and confident and make good progress in their learning. Leaders have high expectations of staff who plan a challenging, varied curriculum to ensure children are well prepared for the next stage in their development. Since the COVID-19 pandemic, staff put extra focus on supporting children's communication and language skills to ensure any gaps in learning are quickly identified. Staff have been sensitive and flexible with their approach in welcoming families back into the setting. They understand the emotional impact of transitions for both children and parents and provide supportive care.

Children's behaviour is exemplary. They show high levels of respect for each other and staff. They spontaneously say please and thank you as staff are excellent role models. Younger children understand concepts such as turn taking and are able to wait their turn to use the dolls' prams. They know the routines and willingly help at tidy-up time, carefully making sure that resources go back in their correct box. Older children work harmoniously with each other. Their opinions are valued as they vote for the story they would like by placing a lolly stick in the pot of their choice. They understand the concept of the vote and happily accept the outcome.

Babies are nurtured and have close bonds with staff. Staff are sensitive to babies' needs as key persons sing gently to them during nappy changes. Babies' physical skills are well supported as they are encouraged to safely climb low steps to look out of the window. They show delight as they notice the birds and point excitedly. Staff are skilled at introducing new vocabulary as they talk about the weather being 'frosty'.

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

- Staff are very knowledgeable about the children they care for and children thrive in a well embedded key-person system. Staff speak confidently about their key children and know what they need to do to support their next steps in their learning. Children are confident talkers. Toddlers are sociable and chat to each other as they dress the dolls. A toddler's interest in dinosaurs prompted an interesting discussion. Children excitedly named different types of dinosaurs and spoke about their 'big claws'.
- Staff's professional development is activity encouraged, including supporting individuals to achieve early years degrees. This supports better outcomes for children. Staff speak passionately about research they have completed, which informs the planned educational programmes. For example, research about den building has prompted the installation of an outdoor den building area. This actively supports children's creative and problem-solving skills while allowing them to work together to achieve a goal.

- Children are inquisitive learners and benefit from a wide range of multisensory experiences. Babies show delight as they explore the cornflour mixed with water. They show wonder as they explore the unusual texture between their fingers and staff enthusiastically chat to them about it being 'magical'. Older children experiment with the rice activity. They develop their understanding of mathematical concepts as they count, fill pots and talk about size and weight. Staff skilfully support children as they encourage them to develop their problem-solving skills, such as simple addition and subtraction.
- Both indoor and outdoor environments are very well organised. They offer ample learning opportunities for children. During lockdown, the opportunity was taken to build an outdoor classroom for all children to use as an additional resource. Children benefit from a large well-designed outdoor play area. They confidently develop their physical skills as they expertly climb and use wheeled toys. They also learn about the environment during planting and growing activities.
- Children with special educational needs and/or disabilities are well supported. Staff work very closely with parents and other agencies to support children's progress and understand the needs of individual children. This ensures that children's needs are well planned for and that early help is identified, where necessary. At times, the organisation of larger group activities for children over two years does not always maximise their learning opportunities.
- Parents are happy with the care provided to their children. They say their children enjoy attending and that the staff are welcoming and friendly. Parents comment that they like listening to their children sing songs they have learned at the setting. Parents are provided with regular opportunities to discuss their children's progress. However, on occasion, some information available to parents may deter them from raising any concerns they may have.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibility to keep children safe. They know the possible signs that a child may be at risk. They understand the correct procedures to be followed if there are concerns about a child's welfare. Staff's knowledge of safeguarding is regularly tested out to ensure their knowledge is consistently secure. Effective recruitment procedures are in place to ensure staff working with children remain suitable. Risk assessment arrangements are effective to ensure the environment is safe and secure.

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

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

- review the deployment of staff for children aged over two years during large group activities, so that all children's learning is maximised

- review how information is shared about complaints procedures to support good partnerships with parents.

## Setting details

<b>Unique reference number</b>	EY557263
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10214294
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	60
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Sawh, Deborah
<b>Registered person unique reference number</b>	RP557262
<b>Telephone number</b>	020 3417 3100
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mill House Day Nursery registered in 2018 and is privately owned. It is based in Mitcham, in the London Borough of Sutton. The nursery opens Monday to Friday from 8am to 6pm. There are 15 members of staff who work at the nursery including the manager. Of these, four hold a relevant qualification at level 6, one holds level 4, and five hold level 3 and two hold level 2. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Laura Brewer

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspection was carried out following a risk assessment after concerns had been raised.
- The deputy manager and the inspector completed a learning walk together.
- The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The deputy manager and the inspector carried out a joint observation of an activity.
- The inspector sampled some of the setting's documentation, including evidence of how staff suitability had been assessed.

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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