

Pippa Pop-ins

165 New Kings Road, LONDON, SW6 4SN

Inspection date

Previous inspection date

18/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff place high priority on children's safety. They have good knowledge of how to keep children safe and implement this well in their practice.
- Parents are kept well-informed of their child's progress and have good opportunities to contribute to their learning.
- Children have a very strong sense of well-being because the environment is immaculately clean, extremely appealing and well-organised. Resources are of a vast range and completely accessible to the children.
- Management have good awareness of its strengths and areas for development. They have set realistic goals to improve future outcomes for children.

It is not yet outstanding because

- There are fewer opportunities for children to investigate the natural world and explore nature closely.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a discussion with the provider, manager and area manager.
- The inspector observed interaction between staff and children.
- The inspector examined planning and assessment records.
- The inspector sampled documentation related to safeguarding.
- The inspector spoke to parents and took their views into consideration during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Pippa Pop-ins is one of three privately owned nurseries. It opened in 1999 and re-registered under a new owner in 2012. It operates from a five story Victorian house. The accommodation consists of classrooms on the ground, first and second floors, with toilets available on all floors. There is a dining room, kitchen and laundry room in the basement. The office is on the third floor. Children have access to a secure outdoor play area at the rear of the building. The setting is situated on the New Kings Road within walking distance

of Parsons Green tube station in the London Borough of Hammersmith and Fulham. The setting is open 42 weeks of the year each weekday throughout most of the year closing only for bank holidays, between Christmas and New Year and for three weeks during the school summer holidays. It is open from 8.15am to 6pm. Children attend part or full-time basis. Children aged from one year to under eight years can attend the setting during school holidays and for after school care in term time. There are 23 members of staff who work with the children and two housekeepers, and one full-time cook. The childcare staff have appropriate early years qualifications at levels 2 and 3, two staff have a Montessori teaching qualification and two staff have an early years degree. Visiting teachers lead groups of children in ballet, drama, French, music and movement. There are also football and tennis sessions provided at different times of the year. The setting combines Montessori teaching methods with the play-based approach of the Early Years Foundation Stage. It provides free early education for three and four year olds. It supports children with special educational needs and/or disabilities and those who learn English as an additional language.

What the setting needs to do to improve further

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

- develop further the use of the outdoors to give children more opportunities for investigations of the natural world and to observe things closely.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit well from a variety of interesting activities covering most areas of learning very well. Staff have attended training on the revised Early Years Foundation Stage framework and use their updated knowledge to plan well for the children overall. They use their good knowledge of the children to incorporate their interests and skills into individual plans to meet their needs. Consequently, children make good progress. There is a good blend of traditional Montessori teaching and learning through play that provides children with a stimulating curriculum. A range of specialist teachers visit the setting to offer enriching experiences to the children. For example, Mandarin and French teachers along with music and movement specialists provide classes to promote language and physical development, respectively.

Children under two years of age have a good understanding of cause and effect because staff provide a variety of resources, such as electronic toys and musical instruments. Staff

respond enthusiastically to children as they pick up and ring bells by dancing and singing. Children enjoy making marks in damp sand and experiment further by using colourful crayons on large sheets of paper. They explore different textures and materials as they handle items from 'treasure baskets'. Their sensory experiences also include hearing different types of music and singing action songs which they thoroughly enjoy. Staff provide children with lots of space to practise crawling and moving in different ways on a range of equipment. They enjoy the challenge of stacking beakers in ascending order. Children take part in role play enthusiastically where they use familiar objects and practise their language skills. Staff follow children's lead as they play 'peek-a-boo' and share in their joy.

Older children show good mathematical skills as they select Montessori equipment and put numbered items in order. They write their names and know some letters and their associated sounds. During group sessions, children take it in turns to recognise their names. Children learn about letters and sounds in different ways. For example, they use large moveable alphabet letters and learn about their associated sounds through songs and games. Staff respond spontaneously to children's interest in the snowy weather by taking the children into the garden to collect snow. Once inside, children enjoy making mini snowmen and other models. Staff help children to learn about the process of freezing and melting by observing flowers in ice which were placed outside to freeze overnight. As the day progresses, children observe solids turning to liquids due to the effect of heat.

Children are very engaged in their learning because staff follow their interests. For instance, staff provide a theme on children's interest in dinosaurs. Children use creative skills to make papier machier dinosaurs which form part of an interactive display. The display contains information books and other items of interest which help to consolidate children's learning effectively. Children practise their early writing skills by using a vast range of tools and materials. Staff support children's language skills well by using a range of adjectives to describe the texture of snow as children explore the material. They enjoy selecting their favourite stories from a wide range of books by popular children's authors and browse through the pictures happily. Children show a good attitude towards their learning and develop useful skills that will support them in their transition to school.

Staff support children with special educational needs and/or disabilities effectively because they have strong partnerships with community health professionals, such as speech therapists. They visit the setting to observe children, give advice to staff on suitable activities and help to devise individual education plans to meet children's needs. Children who learn English as an additional language make good progress because staff find out key words in a child's home language and support their learning through effective teaching strategies and use of visual resources.

Children practise a range of physical skills through use of ride-on wheeled toys, climbing frames and a good variety of large and small equipment in the outdoor area. Although planning restrictions limit the amount of time that children can spend in the garden, staff compensate for this by taking children to the nearby local park where they can climb, balance, run and move in different ways. However, this means children have fewer opportunities to explore the natural world and observe things closely to further their understanding of the world.

Staff keep detailed information on children's abilities because they carry out regular high quality observations, keep samples of children's work, track their progress and write summative reports. This information is evaluated and used well, overall, to devise individual plans for children. Staff carry out progress checks for children aged between two and three years of age effectively and provide written summaries for parents.

Parents have good opportunities to be involved in their child's learning. For instance, staff provide parents with ideas for activities in the home environment that support their child's learning in different areas. Parents meet regularly with staff to review their child's progress and receive regular reports. This means that they are kept well-informed of their child's development. Daily interaction with staff enables parents to exchange observations with staff and this also helps to keep them informed.

The contribution of the early years provision to the well-being of children

Children are highly motivated, articulate and very self-assured. Staff know the children very well because they spend a considerable amount of time getting to know the children, their interests and abilities. Consequently, children develop warm, strong relationships with staff. Attractive displays containing photographs of family members in the baby room help babies to feel very content and secure. As a result, children settle extremely well.

A beautifully furnished, bright, exceptionally well-resourced and organised environment promotes an excellent sense of well-being in children. Their independence is strongly encouraged through completely accessible low-level resources organised to enable children to freely choose what they wish to play with.

The setting has extremely high standards of cleanliness. The environment is immaculate and children are protected extremely well. Children learn to be safe because staff are excellent role models. Children behave in safe ways, such as holding handrails as they move along the stairs, and mop up any liquid spills to prevent accident. They take very good care of their environment by consistently putting things away when they have finished using them and handle books with great care. Older children have exceptional self-care skills. They use the bathroom independently and wash their hands readily at appropriate times, aware of the reason for doing so. Babies are changed in private, hygienic, comfortable nappy changing rooms. Children know how to protect themselves against cold weather and put their coats on independently; younger children are helped by staff.

A full-time chef provides nutritional, appetizing balanced meals and healthy snacks for the children. Any special dietary needs are catered for. Children feed themselves competently while younger ones are supported and encouraged towards independence, as appropriate. Children develop healthy habits by choosing nutritional foods to eat and by staff taking them outdoors for fresh air and physical exercise each day. They practise a range of good physical skills, such as climbing and balancing.

Children's behaviour is exemplary. Staff enable children to take responsibility for their behaviour by encouraging them to think about their actions and to make sensible choices. They support children's excellent behaviour by using positive phrases when talking to children and by using praise to encourage specific good behaviour. Staff manage the behaviour of younger children through using highly appropriate strategies, such as distraction techniques.

Children learn to accept and value difference through discussion and fun practical activities, such as creating rangoli designs for Diwali, and craft items to celebrate Hanukah. There is a good variety of multicultural resources to support children's understanding and acceptance of difference further.

The effectiveness of the leadership and management of the early years provision

Safety is of the utmost priority. Staff implement a comprehensive updated portfolio of policies and procedures to keep children safe. They have all received updated safeguarding training and carry out thorough risk assessments covering all aspects of the provision. Staff undergo a comprehensive recruitment process to assess suitability for their roles. Consequently, children are protected well from harm. The provider and manager have clear responsibilities and the provider is aware that it is her responsibility to ensure compliance with requirements.

Staff are given clear guidance and support if they are underperforming because they are supervised regularly by management. Their training needs are clearly identified through yearly appraisals and appropriate courses are provided to meet their needs. For example, all staff members attended a course on safeguarding which led to consistent and excellent practice in keeping children safe.

All areas of the education programme and methods of assessment are monitored by management with some effectiveness. For instance, any gaps in achievement are identified and appropriate interventions are implemented.

The setting keeps parents well-informed of their child's development and works effectively with parents to support children's learning. Partnership work with other professionals involved in children's care and learning is good. For instance, speech and language therapists visit the setting to observe children and offer support and advice. This helps to produce good outcomes for children.

The setting has good awareness of its attributes and limitations and has identified relevant areas for development. For example, it plans to develop access to a wider range of courses for staff to enhance their skills. This is the first inspection since re-registration so no previous recommendations were made. The setting has good capacity to improve its provision and future outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY449873
Local authority	Hammersmith & Fulham
Inspection number	900291
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	86
Number of children on roll	135
Name of provider	Poppins Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	020 7731 1445

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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