

# Pippa Pop-ins

430 Fulham Road, LONDON, SW6 1DU

## Inspection date

Previous inspection date

23/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

## The quality and standards of the early years provision

### This provision is outstanding

- Highly skilled staff work exceptionally well together to take purposeful, effective action to create interesting, varied learning environments for promoting children's all round development. They meet children's needs very well, including those with additional requirements.
- Children's personal, social and emotional development is exceptionally well promoted. This is reflected in the warm, caring relationships that clearly exist for children so they feel secure and exceptionally well-motivated.
- The strong and inspiring leadership and management fully promote continuous improvement in the setting through the highly effective monitoring and evaluation of the provision.
- Outstanding partnerships between the setting, parents, external agencies and other providers enable staff to meet children's needs quickly, identifying and meeting them exceptionally well. The highly successful strategies in shared learning help ensure children are extremely well-prepared for the next steps in their learning and school.

## 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 observed children's play and staff interaction in the various playrooms.
- The inspector completed a joint observation with the manager in the youngest children's playroom.
- The inspector spoke to some parents and carers to gain their views.
- The inspector reviewed documentation including staff suitability files and appraisals, planning, individual children's learning journeys and monitoring and evaluation records.

### Inspector

Lorraine Sparey

## Full Report

### Information about the setting

Pippa Pop-ins is one of three privately owned nurseries. It originally registered in 1992 and was taken over in 2012 by the new owner. It operates from a Georgian house on the borders of Fulham and Chelsea, within the London Borough of Hammersmith and Fulham.

The accommodation consists of rooms on the lower ground, ground, first and second floors, with toilets available on all floors. There are laundry facilities, and a kitchen on the lower ground floor. There is no lift available. Children have access to two enclosed outdoor areas.

The nursery provides full and sessional day care. Operational times are; 8.15am to 2.15pm; 2.15pm to 6pm or 8.15am to 6pm. During the school holidays, the setting provides an optional holiday playscheme for children aged one to under eight, during the usual opening hours. The nursery is registered on the Early Years Register and the compulsory part of Childcare Register. There are currently 113 children on roll in the early years age group. The nursery supports children who learn English as an additional language. The nursery combines Montessori teaching methods with the play-based approach of the Early Years Foundation Stage. It provides funded education for three and four year olds. There are 15 members of staff deployed to work with the children. Of these, 13 staff hold early years qualifications including Montessori qualifications, one has a degree in primary education, and one has an early years degree. In addition the nursery employs a cook and a housekeeper. Visiting teachers lead groups of children in ballet, drama, French and monkey music. There are also football and tennis sessions provided at different times of the year.

### **What the setting needs to do to improve further**

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

- enhance opportunities for older children to see print in their home language around the playroom to further raise their awareness of different scripts.

### **Inspection judgements**

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

Children thoroughly enjoy their time at the nursery. They are excited when they arrive and keen to begin their learning. Each child is welcomed into the nursery and shown to their age appropriate room. The nursery has an exceptionally welcoming and vibrant environment where children are eager to learn. Highly skilled and enthusiastic staff plan and provide an extensive range of activities and play opportunities linked to children's individual interests and themes such as, 'let's go shopping'. The plans cover the seven areas of learning and provide highly effective challenges to each and every child. Consequently, children are making rapid progress in all areas of their learning and

development.

Children show high levels of interest and excitement when a drama teacher visits. Each session is adapted to suit each age group. For example, two-year-olds listen with interest as they talk about going on a shopping trip. Each child receives a gold coin and as they travel around the world they can choose to buy things such as French bread and a red rose. Children laugh and shriek with excitement when the teacher introduces a crocodile puppet, pretending to eat their fingers. They talk about different flavours such as cheese fingers and fish fingers. Four-year-olds also have the opportunity to travel around the world during their drama session, they arrive at the pyramids and explore, and they visit France and sing a song in French. The toddlers sing songs while the teacher plays the guitar. All children throughout the nursery clearly enjoy using their imagination and show high levels of interest throughout the whole session.

Children in the pre-school room excitedly talk about the planets. A child talks about bringing in their book about space. Staff respond immediately providing blow up models of the solar system. This leads to an in-depth discussion about the children's knowledge of the planets. Children demonstrate very secure knowledge of the names of the planets and information about them such as the rings around Saturn are made of stone. Highly skilled staff support the children's interests and have high expectations. As a result the children are highly motivated and independent learners and are exceptionally well prepared for the next step in their learning and moving on to school.

Toddlers confidently explore their environment, which has an exceptionally good range of resources covering all areas of learning and fully promotes the children's independence. For example, a child enjoys putting letters into the letterbox. Staff support children in recognising when they press buttons or lift flaps different things happen. A member of staff counts to three as an animal pops up. The child smiles and a member of staff asks if they would like to do it again.

Children's communication and language skills throughout the nursery are exceptionally good. They are encouraged to use their voices and engage with staff and children in conversation. Children who are learning English as an additional language are exceptionally well supported. Staff speak a variety of languages and provide excellent support. However, although there is a lot of print and labelling around the pre-school room it is in English. This means there are fewer opportunities to extend and further support children in learning about other scripts and languages that children speak and use at home. Each week the nursery has an international day. On the day of the inspection they were celebrating Australia Day. There was an excellent display and at lunch time the children enjoyed Australian food. This varies each week. Staff introduce new language through play and stories. For example, children talk about pandas and how they are becoming extinct. Young children listen with interest to a story about the moon. They are encouraged to talk about what they think is going to happen next. This captures and maintains their interest throughout the whole story. Staff also use story compact discs where children can listen to the story being read and follow it in the book.

Children are very confident and independent in their learning. A child explores wooden pegs clipping them on to a basket and taking them back off again. Children investigate

water, using a variety of containers and hoses. Skilled staff extend children's learning encouraging them to think and investigate further. Children choose to role play and wash their babies. Staff provide excellent resources such as the baby bath, sponges and bubble bath. Children show great care as they bath the dolls and dry them.

There are secure systems in place to gather information about children's individual needs and starting points in their learning and development. Secure and meaningful relationships with parents enable staff to consistently share high-quality information about their children's ongoing progress. Highly motivated staff working with the younger children have begun completing the two year progress checks. There are secure systems in place to involve parents and other professionals in this process.

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

Dedicated and enthusiastic staff promote children's personal, social and emotional development exceptionally well throughout the nursery. Very secure key carer systems enable every child to receive high levels of support from their dedicated member of staff. Consequently, children become highly motivated and develop secure relationships with staff and the other children. Throughout the nursery children show care and concern for others and are keen to help and support each other. For example, as they tidy away the toys and equipment while they prepare for lunch time. Children from a young age are encouraged to be independent. For example, a member of staff encourages a child to take off their apron themselves once they have finished their activity. The member of staff is close by giving words of encouragement and the child smiles as they manage to get it off and hang it up ready for the next child. Children's behaviour throughout the nursery is exceptionally good. They demonstrate excellent manners saying, 'please' and 'thank you' at appropriate times and ask if they may leave the table after they have finished their snack. Highly motivated staff encourage children to share toys and take turns. Children are consistently praised for all their achievements, however small and as a result they are very confident and have high levels of self-esteem. Staff take photographs of the children and their achievements and these are put into the children's profiles. Children enjoy looking at these photographs and excitedly talk about what they were doing. In addition children help with small tasks such as handing out cups at snack time. Children show a great sense of pride as they are chosen to help. There is an excellent range of resources that help children to learn to respect and value others. For example, an extensive range of dolls promoting different ethnic minorities, and resources such as glasses, hearing aids and a toy guide dog.

Children learn about healthy lifestyles and demonstrate excellent knowledge and understanding about promoting their own health. For example, children confidently talk about germs and how they need to wash their hands before and after snack. Staff throughout the nursery are extremely positive role models. They follow excellent hygiene routines to enable even the youngest children to follow them. Children talk about how milk helps them to grow strong bones. This leads to a discussion about where milk comes from and other foods that are good for children such as fruit. Children throughout the nursery

demonstrate a secure awareness of keeping themselves safe. They know and understand why they need to take care on the stairs; they wait their turn before climbing them and hold on to the child height banister. They move around the various rooms safely and use equipment such as scissors with care. All children have opportunities to practise the evacuation procedures to enable them to become familiar with what to do in an emergency.

Children's physical development is extremely well supported. There are two well-resourced outdoor areas where children can climb, run around and use a wide range of high-quality resources. In addition they visit local parks. Staff push them in a large wagon to the various parks to support their safety in the busy community environment. Children actively participate in structured activities such as ballet and Monkey Music. These provide opportunities for children of all ages to learn how their bodies change as they exercise during fun activities. Children from a young age are encouraged to pour their own drinks and feed themselves using knives and forks. Children and staff sit together for lunch, the younger children during the first sitting and the older children at the second sitting. This supports children in following good table manners and provides an opportunity for them to talk to each other about what they have been doing during the morning. Children enjoy trying new foods and during international day they get the opportunity to use different utensils such as chopsticks. This also enhances children's understanding of respecting and valuing differences.

There is an extensive range of resources throughout the nursery providing children with a vibrant and stimulating environment. Children investigate a volcano, working together to make it erupt. Younger children use tongs to move and match different coloured animals. They show excellent control as they pick the animals up. Older children investigate geometric shapes. They work with a member of staff correctly identifying the various shapes including cuboids and hexagons. Staff use children's interests when planning which resources they are using in adult-led activities and children can freely choose what they would like to play with at other times.

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

There are extremely effective systems in place to monitor and evaluate the whole of the provision. Management, staff, early years professionals, parents and children are fully involved in this process. Consequently, there is a clear understanding of the nursery's strengths and areas they would like to develop. Management inspire staff through a wide variety of methods. For example, the manager works alongside staff providing opportunities to critically evaluate planning and staff performance. Children share what they like about the nursery and what they enjoy doing the most. Staff are encouraged to share ideas and these are valued and implemented wherever possible. Parents' views are regularly sought through discussion, the website, regular newsletters and email. Consequently, parents feel valued and included in any decisions. For example, as a result of a recent discussion with some parents new policies and procedures have been

introduced. At a parent's request they have also introduced Mandarin lessons. All staff are encouraged and supported in training through in-house training and externally through the local authority. Staff then cascade the training to others which is very successful.

Management and staff demonstrate very secure knowledge of how to safeguard children and promote their health, safety and general well-being. All staff attend training on child protection and there is a designated safeguarding officer in the nursery. Management and staff demonstrate excellent knowledge of all the policies and procedures which are successfully implemented to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There are highly effective recruitment procedures that enable management to appoint staff most suitable for the role. There is excellent induction and appraisal systems to make sure that staff are knowledgeable on their role and responsibility. Highly effective risk assessments mean that staff constantly assess the premises taking into account the ages and stages of children's development. In addition there are comprehensive risk assessments in place for the numerous outings that children go on such as to the science and natural history museums and the local park.

There are rigorous systems in place to monitor the educational programmes to make sure that staff deliver high-quality learning and development requirements. This includes monitoring children's individual progress and staff performance with regards to planning and assessing children's progress. There are a high number of children attending who are learning English as an additional language. Staff make sure that these children are effectively supported in making the maximum progress enabling them to reach their full potential.

There are excellent partnerships between parents and carers, management and staff. Consequently, parents feel included in their child's care and education. They feel that staff are very professional and caring and their children are making excellent progress. Parents report that they like the extensive range of activities that their children participate in and the homely environment. There are secure systems to share information with other early years providers and professionals. This enables staff to consistently assess children's progress using up-to-date and relevant information.

### **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

<b>Unique reference number</b>	EY449872
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	809496
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8



<b>Total number of places</b>	60
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Poppins Nurseries Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0207 731 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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