

Pippa Pop-ins

233 New Kings Road, LONDON, SW6 4XE

Inspection date

Previous inspection date

04/02/2013

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 2

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

- The management team and staff continually review their systems for observing, assessing and planning for each child. Consequently, children continue to make good progress in their learning and development in relation to their capabilities.
- The nursery staff team are well qualified, experienced, enthusiastic and competent.
- Children benefit from secure attachments to their key person and other adults working in the nursery.
- Children's safety and well-being is given high priority as staff are vigilant in monitoring visitors to the nursery.

It is not yet outstanding because

- Staff do not always make effective use of available equipment outdoors, to fully support young children's physical development.
- At times, staff do not take their lead from younger children, who demonstrate through their actions that they are not interested or engaged in particular activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 interactions, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff within the nursery and parents, and held discussions with the manager and area manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- Safeguarding and child protection issues discussed with the staff and manager and policy reviewed.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

Pippa Pop-ins is one of three nurseries that are privately owned by the same provider. It re-registered in 2012 and operates from a five storey Victorian house in the London borough of Hammersmith and Fulham. The accommodation consists of rooms on the ground, first and second floors, with toilets available on all floors. Children have access to a secure outdoor play area at the rear of the building.

The nursery is open for 42 weeks 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 Monday to Friday. During the school holidays, the setting provides an optional holiday play scheme for children aged one to under eight.

The nursery school is registered on the Early Years Register and the compulsory part of Childcare Register. They offer care to 80 children aged from one to under eight years, with 18 children under two years. There are 140 children on roll within the early years age range. There are four children in the later years who attend during the holidays. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with learning difficulties and children learning English as an additional language.

There are 21 members of staff employed to work directly with the children, of these, 19 staff hold appropriate early years qualifications, including the manager. Two staff are currently working towards early years qualifications.

What the setting needs to do to improve further

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

- enhance young children's physical development by making better use of low-level equipment so that babies can pull up to a standing position, shuffle or walk when outdoors
- follow young babies' lead as they explore their surroundings and resources, and recognise when they are not interested or engaged in play.

Inspection judgements

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

The atmosphere within the nursery is calm and children pursue purposeful activities. Children take great delight in playing matching games with their friends. They also thoroughly enjoy talking about what they do at the weekend with their families. The educational programme provides children with many good learning experiences across all areas of learning. Staff provide children with activities and resources, which challenge and interest the broad age range of children attending the nursery. Staff have high expectations of all children based on their accurate assessment of children's learning and progress. The systems for observation, assessment and planning are effective, including progress checks for two-year-olds. Staff know the children well and are able to plan for their individual learning. The staff actively involve parents in children's ongoing learning and development, as they share development records with them. Regular parents' evenings take place and written reports shared with parents. The nursery adopts a number of methods, such as reading books for home, which encourage parents to be involved in children's learning.

Children's language is developing rapidly and younger children are beginning to put sentences together and make their needs known. For example, younger children happily name the different foods they eat at lunchtime and tell staff when they have had enough. There are some examples of high quality teaching, particularly in the care of the older children in the nursery. Staff are absorbed with children during conversations using open-ended questioning very skilfully to improve children's listening and speaking skills. There are discussions during story times, which staff use effectively to invite children to speculate and express their own thoughts and ideas. Children show a great interest in literacy activities and enjoy looking at books on their own or with adults. Children take great pleasure in pretending to read stories to their peers, turning pages and showing pictures to friends. They also thoroughly enjoy story sacks and audio books, which include props to explore and discuss stories in more depth. Children have many good opportunities to hear mathematical language during the course of the day. For example, children count the number of soft toys they have and enjoy taking part in number rhymes. Toddlers enjoy moving their bodies to music as they take part in music and movement sessions which are organised by an external provider. They are able to explore music and make sounds using musical instruments. However, staff do not always take their lead from some toddlers, who demonstrate through their actions that they are not interested in this activity. Children are encouraged to embrace diversity as they use a range of positive image resources and take part in many activities to help them to understand the wider world. For example, older children experiment with chopsticks whilst trying to eat noodles. Children take part in games such as matching countries and continents. They explore other cultures in their own community and further afield through themes and festival celebrations, such as Chinese New Year. Consequently, children receive good levels of support to prepare them well in the next stage of their learning.

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

All children are cared for in a warm and welcoming environment. Staff work with parents to help ensure that children's individual needs are identified and met well. Children display a sense of belonging and appear settled and happy. Children have a good understanding

of the boundaries and behavioural expectations, in relation to their ages. For example, older children remind their friends that their behaviour is not nice when they interrupt play. Staff manage children's behaviour well, they encourage children to share, take turns and be caring to their friends. Staff use sand-timers to help children to understand about taking turns and sharing. This helps children to understand expectations and fosters their social and emotional skills. Children receive lots of positive praise and encouragement, which supports their self-confidence and esteem. The nursery has an effective key person system and children have formed secure emotional attachments with staff that care for them. Consequently, children acquire the skills needed to be ready for school or the next stage in their learning.

Children learn the importance of following routines that support their understanding of self-care and their physical development. Older children enjoy preparing tables for snacks and pouring their own drinks. Children routinely access the outdoor area where they can run around freely and play with the equipment available. However, toddlers are unable to access low-level equipment outdoors to help them to pull up to a standing position or walk. Staff are fully aware of children's dietary requirements and work effectively with the on-site chef. The nursery received a five gold stars hygiene rating from their local authority Environmental Health and Trading Standards department. The environment and equipment are fit for purpose and staff implement appropriate hygiene precautions, particularly when handling food. Staff use mealtimes as an opportunity to talk to children about foods that are healthy and will make them strong. Consequently, children begin to develop an understanding of healthy lifestyles.

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

The management team are fully aware of, and meet the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The arrangements for safeguarding children are strong and well embedded and children's safety and well-being is highly prioritised by staff. Staff are vigilant in monitoring visitors to the nursery and only senior staff are permitted to allow entry to individuals. Staff are clear about safeguarding issues and the reporting procedures to follow, and most have completed safeguarding training. Staff are well deployed, which helps to ensure that children are supervised and kept safe. There are robust recruitment procedures, which help to ensure that adults caring for children are suitable to do so. As a result, children are safe and their welfare is well promoted.

The management team have thorough systems for self-evaluation and they have a clear vision of how they would like to develop the nursery. They are fully aware of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. Children are provided with a challenging environment that supports and extends their all round development. The management team regularly meet with the local authority advisors to review and assess the effectiveness of the education programme. In addition, they take on board any recommendations to improve practice. Consequently, children make good progress in relation to their starting points and

capabilities. Staff performance is monitored and there is a well-established programme of professional development in place. As a result, the staff team are well qualified, experienced, enthusiastic and competent. Effective induction process are in place and all new staff are required to familiarise themselves with policies and procedures. Staff have monthly supervision, which is used to identify strengths, areas for development and training needs. All staff are encouraged to attend regular training, both in-house and through the local authority and to develop their professional qualifications. As a result, staff continue to improve and enhance their skills, knowledge and practice.

The nursery has effective systems to promote partnership working with parents and others. All parents have opportunities to meet with staff on a regular basis to discuss their children's achievements and progress. Staff share information with parents and carers verbally at drop off and collection times. There are several methods that the nursery uses to share information with parents. For example, there are 'chatterbox' diaries and information sheets with children's activities and experiences for the week. Parents are also able to access their children's development records and individual planning records. Consequently, parents are able to be involved in their children's continuous learning and development. The nursery has developed effective links with professionals in their local authority. They work well together to identify individual children with identified needs in order to seek intervention at an early stage. The staff help to prepare children well for the change from nursery to school. They talk to children about moving on to 'big' school and read stories to them. When children leave for school, they have graduation ceremonies and parents are encouraged to attend these events. Staff complete written transitional documents when the children leave their care. As a result, children prepare well for the transition to school.

The Childcare Register

The requirements for the compulsory 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 action. 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 | EY449869 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 811241 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 80 |
| Number of children on roll | 140 |
| Name of provider | Poppins Nurseries Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07976 952 638 |

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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, which are usually the childminder's 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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