

# Pippa Pop-ins

165 New Kings Road, London, SW6 4SN



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|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 January 2018 |
| Previous inspection date | 18 January 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Leaders and staff have an uncompromising commitment to achieving high-quality outcomes for children. They review and evaluate the quality of their provision extensively. For example, the manager's exceptionally strong monitoring of the educational programme identifies any gaps in learning early. These are quickly addressed so children quickly catch up.
- Leaders monitor staff closely and support them to reflect on their teaching practices. They develop ways to maintain and continually improve their high-quality teaching.
- Staff enthuse and motivate children with a truly inspirational and stimulating learning environment. It ignites their curiosity and they explore with great enthusiasm. Staff provide an excellent range of resources and experiences to support children's learning across all areas of learning.
- Leaders and staff are excellent role models. They set high behavioural expectations. Children behave exceptionally well. For example, they have a strong understanding of fairness and confidently negotiate turn taking with their friends, using sand timers to support the sharing of resources that are more popular.
- Children who have special educational needs (SEN) and/or disabilities are supported incredibly well through superb partnerships with parents and professionals to ensure they flourish. Children make outstanding progress in all areas of learning.

## What the setting needs to do to improve further

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

- continue to enhance the superb learning opportunities for children to engage with the natural world.

### Inspection activities

- The inspector observed the activities, the quality of teaching and supervision of children throughout the nursery.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff suitability checks, self-assessment information, children's observation, assessment and planning records and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents spoken to on the day.
- The inspector conducted a joint observation of staff practice and discussed this with the principal.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders and staff have an excellent understanding of child protection procedures and what to do to help protect children from harm. Leaders have rigorous recruitment and induction procedures to help to ensure the continued suitability of staff. Leaders and staff have worked exceptionally hard to raise the quality of care and education. For example, staff have made significant changes to the outdoor environment. The highly qualified staff are supported incredibly well to continue to enhance their skills. For example, training has identified ways they can extend children's outdoor learning experiences about the natural world even further. Leaders and staff establish extremely effective partnerships with parents. They involve parents thoroughly in all aspects of their children's learning. For example, staff send weekly 'chatterbox diaries' to parents to help them to extend children's learning at home.

### Quality of teaching, learning and assessment is outstanding

Observation, planning and assessment systems are exceptionally rigorous and staff plan activities to challenge and extend children's learning. They expertly encourage children's problem-solving skills to support their learning. For example, staff really challenged children to make comparison of lengths of wooden rods and sort them into size order. Children were further challenged to use the different sized rods to make a maze. Staff help children to develop new vocabulary. For example, they explain the meanings of new words they use with children, such as 'transient' during their creative art sessions.

### Personal development, behaviour and welfare are outstanding

Children are supported incredibly well to develop an understanding of differences between themselves and others. For instance, staff involve parents in developing very impressive family books and use displays to identify where in the world each child's family originates from. Children learn to use tools safely, for example, as they chop and slice the oranges to make fruit juice. Staff support children incredibly well to understand about healthy lifestyles. For example, they discuss with children the benefits of eating nutritious meals and drinking plenty of water to keep themselves hydrated.

### Outcomes for children are outstanding

All children acquire excellent skills that prepare them extremely well for the next stage in their learning, including going to school. Children are motivated learners. They remain engrossed and engaged in purposeful activities for incredibly long periods. Younger children develop a superb understanding of mathematical problems, such as sorting objects into colour groups. Babies show very high levels of independence and confidence. Children develop extreme confidence in their communication skills. For example, they enjoy learning new words in other languages, such as French.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY449873  |
| <b>Local authority</b>                           | Hammersmith & Fulham  |
| <b>Inspection number</b>                         | 1062783   |
| <b>Type of provision</b>                         | Sessional provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 1 - 4   |
| <b>Total number of places</b>                    | 86  |
| <b>Number of children on roll</b>                | 132   |
| <b>Name of registered person</b>                 | Poppins Nurseries Limited   |
| <b>Registered person unique reference number</b> | RP909635  |
| <b>Date of previous inspection</b>               | 18 January 2013   |
| <b>Telephone number</b>                          | 020 7731 1445   |

Pippa Pop-ins opened in 1999 and re-registered in 2012. 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 8am until 6pm, Monday to Friday. During the school holidays, the nursery provides an optional holiday playscheme. The nursery provides funded early education for three- and four-year-olds. There are 22 members of staff employed to work directly with children. Of these, one holds qualified teacher status, one holds an early years teacher qualification, two hold a master's degree, six staff hold relevant qualifications in early years at level 6, and all other staff hold relevant qualifications in early years at level 3.

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