

Inspection of Pippas House Nursery

Renoir Estates, 20 Queens Road, Weybridge KT13 9XE

Inspection date: 10 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicableNot applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy and secure in the nursery environment. They develop a good range of skills and attitudes, which provides a firm foundation for starting school. Staff frequently introduce new vocabulary to the children. For example, children discuss different ways to describe paint as they explore. Staff introduce vocabulary, such as 'slimy', 'cold' and 'wet'.

Babies thrive from the caring interactions that take place, and they quickly settle in. Staff display photos of children's families around the rooms which children clearly enjoy looking at. Children laugh as they use their muscles to climb to the top of the outside slope and smile when staff cheer at their early walking steps. Children respond positively to the staff's high expectations. They are enthusiastic about the activities provided and show very positive attitudes to learning. For example, children display great enjoyment as they learn to use safety knives to cut pumpkins for their soup. They show good perseverance as they practise and develop this new skill and are proud to demonstrate this.

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

- Staff provide a variety of interesting activities for children to explore. Children allow staff to play alongside them, showing that they have good relationships. Babies develop their physical skills well. For example, they learn to roll balls helping their early coordination skills. Older children learn to handle tools by taking part in cooking activities.
- Staff find out what children can do on entry to the nursery. They use assessment effectively to help identify any possible gaps in learning. Leaders devise a carefully sequenced curriculum that builds on children's skills. However, at times, staff miss opportunities to challenge and extend learning further to support children to make even higher rates of progress.
- Staff interact well with children and engage them in play. However, they do not fully consider how to ensure that group times are not disrupted so that children can fully engage and take part in being involved. At times, staff are busy with other routines, such as nappy changing, which takes children's attention away from the activities provided.
- Partnerships with parents are well established. Parents say that they are very happy with the care that their children receive. Parents report that staff keep them well informed about their children's learning and they feel involved.
- Overall, children make good progress. Children with special educational needs and/or disabilities (SEND) have the support that they need to make the progress of which they are capable. For instance, staff work closely with other professionals to implement targeted support to meet children's individual needs.
- Children begin to understand the behavioural expectations of the nursery as

staff for example, encourage them to take turns in simple games and begin to share resources. Staff quickly address any unacceptable behaviour in sensitive and effective ways to help them to develop a deeper understanding of expectations, such as listening carefully to staff as they read a story to the group.

- Staff speak positively about their role. Leaders promote staff's well-being through their open-door policy. New staff receive a thorough induction, helping to ensure that they are able to complete their role to their full potential.
- Staff are encouraged to make use of the range of training available to them. Leaders continuously review the staff's training needs. Staff recently refreshed their training, to help ensure they understand how to be deployed effectively to help children remain safe.
- Children's good health is well supported. Staff have a good awareness of children's individual needs. Staff place a high emphasis on teaching children about appropriate hygiene routines and having a healthy diet. Older children enjoy learning about cleaning their teeth and why it is important.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff give high priority to children's safety and welfare. They know what to do if they are worried about a child and who they should report their concerns to. Staff complete regular training and discuss child protection procedures during meetings to keep their knowledge up to date. The nursery is safe and secure. Most recently the leaders have used self-evaluation to help ensure robust procedures are followed to keep children safe when moving around the nursery. Leaders follow safe recruitment procedures. They check staff suitability to make sure they are appropriate to work with children.

What does the setting need to do to improve?

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

- support staff to develop the already good-quality teaching, and to extend children's learning during the implementation of the curriculum to the highest level
- review the organisation of daily routines, so that learning is not disrupted and children's attention and concentration is sustained.

Setting details

Unique reference number	2645792
Local authority	Surrey
Inspection number	10253036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	65
Number of children on roll	74
Name of registered person	Sweetmile Limited
Registered person unique reference number	2522401
Telephone number	
Date of previous inspection	Not applicableNot applicable

Information about this early years setting

The nursery registered in June 2021 and is open for most of the year, from Monday to Friday, 7.30am until 6.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. Twenty staff are employed; nine of whom hold a level 3 or above in a childcare qualification.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- This was the first routine inspection the setting 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 setting.
- Leaders showed the inspector around the nursery premises. They discussed the curriculum and how the provision is organised.
- The leaders met with the inspector to discuss leadership issues, such as recruitment and staff supervision. They ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the leader.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection, to assess their views and experiences.

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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