

Inspection of Pippins Nursery (Leeds) Limited

51c Commercial Street, Morley, Leeds LS27 8AG

Inspection date: 1 February 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are cared for by key staff who have an extensive knowledge and understanding of them and their families. They benefit hugely from the great emphasis placed on supporting them, particularly in times of difficulty. Children arrive at the nursery keen to join their friends and to learn. They settle quickly and demonstrate they feel safe and emotionally secure.

Children have access to a rich, well-equipped learning environment where they can explore and investigate independently. The expectations for what children know and can achieve are exceptionally high. Every effort is made to ensure children reach their full potential, including those with special educational needs and/or disabilities (SEND). All children make rapid progress throughout their time in the nursery.

Language development is at the core of the carefully planned curriculum. Children develop communication skills through highly effective strategies. For example, they routinely use sign language. Key words in their home languages are used during stories and songs. Staff use pictures to help children communicate their wants and needs and to understand daily routines.

Children demonstrate mathematical and literacy skills above their expected targets. For example, pre-school children count to higher numbers using tape measures and complete simple additions. Babies demonstrate a love of books when they listen to their favourite short stories. They are given time to think about the characters in the brightly coloured pictures and make connections in their learning.

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

- Leaders are ambitious. They have an excellent understanding of staff's practice. Staff report high levels of support for their well-being. Training for apprentices is outstanding. Leaders provide professional development opportunities that ensure staff have the knowledge and skills they need to deliver the highest standard of care and learning. Staff work highly effectively as a team. They are supportive of each other and are confident to share ideas and practice to enhance the quality of education continually.
- Leaders ensure the curriculum is embedded, clearly understood and skilfully implemented by staff. At initial visits, parents discuss with staff the child's stage of development, interests, and next steps. Staff find out what resources children have at home, as well as their vocabulary used and time spent with extended families. Staff's strong focus on attachment means that children have the support they need to develop secure relationships with key adults from the start.
- Children communicate effectively from a young age and are confident in using a

wide range of words. They enjoy listening to core books and rhymes. They sing in their home languages. Staff model a vast range of words for children during their play. They explain to babies that they are 'rolling' and 'pushing' balls. They introduce new words, such as 'tambourine', and show children how to use a xylophone. Staff demonstrate to children how water 'splashes' and 'sprinkles'.

- Mathematics is embedded in children's learning. Children count steps and recognise numbers using hopscotch grids. Older children order numbers and think about what comes next. Children concentrate, listen, share ideas, and become immersed in their learning. They use the language of size and shape, such as 'bigger' and 'taller'. Staff challenge children to extend their knowledge. Children use tape measures to find out how tall they are. They consider who is the tallest or whether they are the same. Staff skilfully help children recall their previous learning about growing.
- Older children demonstrate high levels of self-control. Their behaviour is excellent. Any unwanted behaviour is quickly addressed with calm and patience, and children demonstrate a clear understanding of right and wrong. Children explain how the 'Colour Monster' is used to help them understand their feelings and emotions, as well as the impact their actions have on others. Older children discuss the room rules, which are created by staff with children. For example, they use 'walking feet' and 'kind hands'.
- Highly successful partnerships with parents and/or carers and other professionals mean there is excellent communication about children's progress. Parents receive a wealth of information to help them continue learning at home. They say there is nothing they would change about the nursery. They say that 'if you want somewhere you really trust to put your child's emotional and educational needs at the forefront, Pippins is the place. Staff are wonderful. The provider is a good listener and very supportive of parents.'
- Staff's praise and encouragement promote children's confidence and self-esteem. As a result, children solve problems, keep trying, and are resilient to setbacks. Children show high levels of confidence in social situations. They initiate play with other children and are eager to join in. They are keen to share their learning with visitors, such as explaining how they wash their hands thoroughly. The youngest children are always encouraged to share and play cooperatively. This means children are exceptionally well prepared for the move to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY341548
Local authority	Leeds
Inspection number	10305196
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	112
Number of children on roll	55
Name of registered person	Pippins Nursery (Leeds) Limited
Registered person unique reference number	RP910078
Telephone number	0113 2527722
Date of previous inspection	14 February 2018

Information about this early years setting

Pippins Nursery (Leeds) Limited registered in 2006. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including two members of staff who hold early years professional and qualified teacher status. The nursery opens from Monday to Friday, all year round, excluding bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the nursery.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector carried out joint observations of activities with the provider.
- The inspector observed staff practice and held discussions with staff members about the work that they do and their professional development.

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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