

Inspection of Pippas House Nursery

111a Hare Lane, Claygate, Esher KT10 0QY

Inspection date: 24 July 2024

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 applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed into the setting, and parents take them to their designated room. Children arrive happily, and they confidently leave their parents. Staff encourage children to explore the resources they have organised. For example, they encourage younger children to join a teddy bears' picnic in the garden. Children explore real foods, such as bananas and oranges, and role play feeding the teddy bears. This helps them develop their independence and physical skills. Children who are upset on arrival are given reassurance. Staff develop relationships with babies that help them feel safe and secure.

Staff know the children well and support them to learn more about the things that interest them. For example, staff ask older children about the holidays they have been on. Children confidently share their experiences of travelling by aeroplane or car. Staff show children pictures of various types of holidays, such as camping, to help promote younger children's language. Children recall what they have learned during role play as they remind each other that they need a passport and sun cream. Younger children explore various objects, such as coloured pasta, rice and foam. Staff promote children's communication development well. For example, they introduce new language such as 'sticky' and 'squishy'. Children are motivated and engage well in their learning.

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

- The provider has made some recent changes to the overall leadership structure, and the manager feels that this is having a positive impact. The manager feels very well supported by the leadership team and has been working closely with them to enhance the quality of teaching.
- The manager regularly assesses staff practice and reflects on how well staff are implementing the curriculum and meeting children's needs. The manager provides staff with regular supervision sessions and talks to them about matters relating to children, as well as training opportunities. In addition, they have introduced meetings to check on staff well-being. Staff feel well supported in their roles and able to speak to the manager about any concerns they may have.
- The manager is clear about the curriculum intent, and staff understand and implement this well. Staff support children to build on the skills they already have and to learn new skills during activities that interest them. For example, older children explore a variety of materials, such as coloured foam, sprinkles and ice-cream cones, as they pretend to make ice creams. They practise scooping different items using utensils of various sizes. Staff ask children questions to promote their mathematical development.
- Staff know their key children well and the skills they need to learn next. They regularly monitor the progress children make to identify any gaps in their

learning. The manager is also the special educational needs coordinator and engages with external agencies that support her in planning targeted interventions for staff to use to help meet children's needs.

- Staff plan a variety of opportunities to help promote children's learning. For example, they talk to children about the items they need to pack when they go on holiday. However, staff do not consistently identify when to adapt some activities and routines to provide all children with good learning experiences. For example, at times there are too many children during whole-group times for all children to engage fully. In addition, children's play is sometimes stopped to carry out routines, such as nappy changes and handwashing. This disturbs children's focus and interrupts meaningful learning.
- Partnerships with parents are strong. Parents understand what their children are learning and they feel supported to continue this learning at home. The manager is keen to involve parents in activities at the setting, such as story times and talking to children about their professions. Parents know who their children's key person is and comment on how consistent they feel the staff are.
- Staff support children's behaviour very well. They remind children to use their 'walking feet' indoors and to take turns with the resources. Children understand that they need to tidy up before they have lunch and line up when they come in from outdoors.
- The manager has built connections in the local community. For example, the manager and staff attend the annual community flower show, where they raise money for different charities. Children and their families are involved in these events. This helps children learn about, and contribute to, their local community.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- develop staff's skills in adapting group activities and organising routines to take more account of the needs of all children and engage them in purposeful learning.

Setting details

Unique reference number	2680451
Local authority	Surrey
Inspection number	10350641
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	0 to 4
Total number of places	65
Number of children on roll	108
Name of registered person	Sweetmile Limited
Registered person unique reference number	2522401
Telephone number	01372 897177 option 5.
Date of previous inspection	Not applicable

Information about this early years setting

Pippas House Nursery registered in March 2022 and is located in Claygate, Surrey. The nursery is open Monday to Friday, for 51 weeks of the year. It operates a core day between 8am and 6pm and offers an extended day between 7.30am and 6.30pm. There are 21 members of staff. Of these, 14 hold qualifications at level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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