

Inspection of Pippa Pop-ins

165 New King's Road, London SW6 4SN

Inspection date: 22 January 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

Staff know the children very well. This contributes enormously to children feeling happy and safe at this nursery. Staff make highly effective use of all opportunities to promote children's independence skills. This motivates even the youngest children to carry out age-appropriate tasks. For example, very young children help staff to clean tables and sweep floors in preparation for snack time. During these tasks, children display a great sense of responsibility and announce proudly, 'I'm cleaning.' Staff give children lots of praise for their superb efforts, which further boosts their self-confidence.

Staff use their expert knowledge to give children the strongest foundations for their future education. For instance, during outdoor play, they empower older children to find solutions when they face problems. Children rise to this challenge and share their great ideas with others. Staff also test children's understanding of risks. For instance, they ask children to explain the reasons for following the nursery's rules and boundaries. Children respond very positively to this, which shows that they know how to keep themselves safe. Staff help children to be inquisitive and curious learners. They do this, for example, by encouraging older children to be 'scientists'. Children talk about their inventions to adults with great enthusiasm.

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

- Leaders are extremely proactive practitioners. They seek, and act on, the views of parents, children and other professionals very effectively to sustain the excellent service. A recent development includes changes in the way staff display photos of people who are special to children. This further enhances children's sense of self and belonging.
- Leaders provide staff with first-class support and guidance. Staff are unanimous in their praise of the exceptional levels of care and professional development they receive at work. In a recent training, staff have increased their knowledge of how to take swift action to access early intervention for children who require additional help. This has been beneficial for children for whom staff have concerns about, such as in their speech and physical development.
- Staff make precise observations and assessments of children's learning. They place great emphasis on promoting children's communication and thinking skills. For instance, during a science experiment, staff use rich language and ask children to predict whether an object will float or sink. Children think carefully and give detailed explanations, for example, 'A wooden ball is going to float because it is super big and strong.' The impact of this practice is evident, including on children who speak English as an additional language.
- Staff make their rules for behaviour very clear, so children know what is expected of them. They do this securely and consistently. This helps children to

regulate their feelings and emotions very well.

- Staff give the safeguarding of children the maximum priority. They are extremely vigilant in their supervision of children, including at mealtimes, to prevent any accidents.
- Staff use innovative strategies to support children's physical development. This includes embedding mindfulness moments in the nursery. Children take appropriate risks and challenges as they practise specialised body movements. Their concentration and perseverance are remarkable.
- Staff receive frequent training and spot checks on their safeguarding knowledge to ensure that this remains at the highest level. Staff know how to identify and report any concerns to relevant agencies. They are also aware of the risks that are prevalent in their local area.
- Partnership with parents is a key strength of this nursery. Staff use plenty of strategies to engage parents in all aspects of their children's learning and development. Parents agree that staff go to considerable lengths to provide them and their children with excellent service. They are particularly pleased with the remarkable progress their children make in their communication and language skills. In addition, staff work closely with other professionals to overcome barriers to children's learning. This has great benefits to children, such as those who have speech difficulties.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | EY449873 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 10301203 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 88 |
| Number of children on roll | 116 |
| Name of registered person | Poppins Nurseries Limited |
| Registered person unique reference number | RP909635 |
| Telephone number | 020 7731 1445 |
| Date of previous inspection | 23 January 2018 |

Information about this early years setting

Pippa Pop-ins registered again in 2012. It is located in the London Borough of Hammersmith and Fulham. The nursery employs 23 members of childcare staff. Of these, three hold qualified teacher status and 18 staff members hold relevant qualifications at level 2 to level 7. The nursery opens during term-time only, Monday to Friday. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- One of the leaders joined the inspector on a learning walk and talked about their curriculum and what they want children to learn. Another leader carried out a joint observation of an indoor activity with the inspector. They discussed the impact this has on children's learning.
- Parents shared their views on the quality of the provision with the inspector, which were taken account of.
- The inspector observed the interactions between staff and children, inside and outside. She talked to staff and children at appropriate times during the inspection.
- The inspector spoke with leaders about leadership and management matters. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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