

Inspection of Pippa Pop-ins

5 Kensington Place, London W8 7PT

Inspection date: 6 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff are kind and approachable, they build trusting relationships with children. This helps children feel safe and secure at the nursery. Staff's expectations for positive behaviour are well embedded. Children remember important rules, such as lining up before leaving the room or returning indoors. This helps to ensure that everyone can be accounted for at all times. Children happily help with small tasks, such as putting toys away after an activity or cleaning tables after meal. This helps them gain sense of responsibility and prepares them for next stages of their learning.

Leaders design an ambitious curriculum, which aims to support nursery's vision of promoting kindness, independence and forming friendships. Staff provide inclusive service and recognise the uniqueness of all families that they work with. They help children to learn more about their local community and support children's understanding of each other's differences and similarities. They celebrate cultural and religious festivals and engage in helping those who are less fortunate. For example, children bring donation for local food bank. Leaders and staff work closely with parents and other professionals to help ensure all children make good progress in relation to their individual starting points. This includes children with special educational needs and/or disabilities.

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

- Leaders are motivated, ambitious and have a clear understanding of what they want children to learn. They have robust system in place to monitor staff's practice. Staff report they feel part of the team. They attend regular training, coaching and mentoring sessions. This helps to ensure the good quality of teaching and education for all children.
- Staff help children to become confident communicators, who chat with their friends and staff about a wide range of topic. This includes children, who speak English as an additional language. For example, children talk about emergency services and recall recent visit from the fire brigade. Children hear their home languages and have opportunities to practise French during regular sessions, as a part of number of extracurricular activities on offer.
- Staff know children well. They make regular observations and assessments of what children know and can do. Occasionally, staff do not plan and deliver group activities as well as possible to enrich children's learning. During these times, some children lose interest and become disengaged, which limits their learning experience.
- Staff are enthusiastic and want children to achieve all that they can. However, at times, staff introduce children too many learning components and resources at once. This means that, they do not always focus precisely enough on what they

want individual children to learn from activities.

- Children develop a secure understanding of healthy living and good procedures for personal hygiene, including toothbrushing. Through routine activities, children begin to understand the importance of healthy eating and physical movement. Children show independence skills appropriate to their age and stage of development. Children's physical skills flourish as they explore the garden. They jump, throw hoops, and use climbing equipment. They also join vigorous dancing and drama activities indoors.
- All children learn to control their small-muscle movements. Younger children develop their fingers' strength through exploring with play dough. Older children show increasing skill as they use tweezers to pick up pieces of fruits. These activities lead to children developing skills needed for next stages of their development. Older children write their names independently.
- Staff are good role models and give children clear messages about their behaviour expectations. Children's behaviour is good. Staff effectively encourage children to share, take turns and be gentle with one another. Staff are respectful towards children and consistently say 'please' and 'thank you' when interacting with them. Children learn to be respectful to others and use good manners.
- Parents cannot speak highly enough of the nursery. They comment on the delicious food and clean environment. Parents commend the management and staff for their professionalism and dedication to children's learning. They feel thoroughly informed about children's progress. This helps to ensure the continuity of children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. They have a suitable knowledge of reporting procedure for any concerns they may have about other members of staff. Staff receive regular training to ensure that their knowledge remains up to date. All teaching staff hold paediatric first-aid qualifications. Staff know how to keep children safe. They conduct regular risk assessment to ensure environment is free from unnecessary hazards. The management team ensures there are rigorous procedures in place to check staff are suitable 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:

- plan group activities more effectively to fully promote children's engagement and concentration
- develop clearer links between the intent and delivery of activities to shape these to the learning needs of each child.

Setting details

Unique reference number	EY489562
Local authority	Kensington and Chelsea
Inspection number	10305397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	67
Number of children on roll	81
Name of registered person	Poppins Nurseries Limited
Registered person unique reference number	RP909635
Telephone number	020 7731 1445
Date of previous inspection	20 February 2018

Information about this early years setting

Pippa Pop-ins nursery registered in 2015. It is located in Notting Hill, in the London Borough of Kensington and Chelsea. The nursery operates on weekdays from 8am to 6pm and also offers part-time morning and afternoon sessions. The nursery provides funded early education for three- and four-year-old children. There are 18 members of teaching staff, of whom, 16 holds early years qualifications between level 2 and level 6. The Montessori ethos is incorporated into the curriculum.

Information about this inspection

Inspector
Agnes Wink

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 area manager showed the inspector around the nursery and explained their early years curriculum.
- The manager and the inspector carried out joint observations of activities and evaluated the impact of the quality of teaching and interactions on children's learning.
- The inspector gathered the views of parents and talked to children. She also interviewed staff to understand how they support children's learning.
- The inspector held discussions with the leaders about the quality of the provision.
- The inspector reviewed arrangements relating to the suitability of staff. This included, staff qualification and paediatric first-aid arrangements.

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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