

# The Riverside Playgroup

Inspection report for early years provision

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**Inspector** Christine Stimson

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Riverside Playgroup opened in 1986 and was re-registered in 1992. It operates from a building in the grounds of the annexe to York House, Twickenham and serves the local community. Children have access to an enclosed outdoor play area. It is open on Monday from 9am to 3.35pm and from 9am to 12.05pm on the other days of the week, term time only.

The playgroup is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the playgroup at any one time. There are currently 42 children aged from two years six months to under five years on roll. Children attend for a variety of sessions.

There are ten members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The playgroup provides early education funding for three and four year old children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are secure and happy at the playgroup and are making good progress towards the early learning goals. A high staff/volunteer presence ensures every child receives lots of attention and interaction whilst taking part in activities. Management encourage staff to embrace training opportunities to improve outcomes for children, but does not have an appraisal system to help identify staff training needs. Parents and staff are involved in evaluating practice to ensure continuous improvement. Planning of activities for children is in place, but this is not based on children's starting points or next step notes. Most recommendations from the last inspection have been met.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- analyse observations to help plan what next for individual children.
- develop system to ensure that parents have regular opportunities to look at children's development files
- use experiences that children bring home as starting points for learning
- conduct regular staff appraisals to identify the training needs of staff

## **The effectiveness of leadership and management of the early years provision**

Management have made sure staff have kept up to date with first aid training and there is a well stocked first aid box in place to deal with minor accidents. All staff have been vetted to ensure they are suitable to work with children. The playgroup has an evacuation procedure that is practised with children weekly, to ensure they know how to leave the premises quickly and safely. Fire detection equipment is in place within the facility to further ensure children's safety. Children play in a safe, secure environment where daily risk assessments are conducted. Hazards found by staff are dealt with quickly or reported to the caretaker of the building. Staff have a good understanding of the procedures to follow if they have concerns about a child and many have attended safeguarding training. All staff are due to refresh their knowledge of child protection issues in September. Written policies and procedures are in place and are shared with staff and parents to further safeguard children.

The playgroup have a consistent staff bank who are encouraged to drive improvement by embracing training opportunities. They then cascade their knowledge to others to improve outcomes for children. Children play with a wide range of good quality resources, selecting items from labelled and pictured boxes kept on shelves. Other items on tables and the floor enable children to make a choice in their play. Amongst the resources there are many items that reflect diversity to help children learn about the wider world. Inclusive practice is promoted by the relationships staff have with parents. Glowing comments from parents show they are very happy with the care and learning their children receive. Parents talk about the positive relationships they have with staff and how their children have grown in confidence since attending. However, management does not establish children's starting points with parents to find out children's interests and abilities. Parents are aware development records are kept, showing their child's progress, but the playgroup have no formal system in place to share these with parents. Verbal feedback from staff, ensures parents are informed of what their child has been doing each day. All children have a learning journey folder, showing a profile and assessment of their progress, which is passed to parents when their children leave the playgroup. Children's self-esteem is boosted as work they have completed, is either sent home or displayed to show it is valued. The manager has established relationships with other childcare providers by exchanging details of development records to ensure continuity of care and learning .

Management evaluates practice and includes parents and staff in this process. Questionnaires are sent to parents to gauge opinion and used to improve practice. Informal weekly staff meetings ensure staff opinions are valued and acted upon. Several recommendations were made at the last inspection to improve practice. Since then the group have improved staff's knowledge and understanding of child protection procedures and made sure the attendance register is used during fire drills to ensure children's safety. Over half the staff now holds Early Years qualifications. The playgroup has devised procedures for outings and uncollected children and has updated the complaints procedure with Ofsted's details. Many

staff have attended training in the Early Years Foundation Stage and are now delivering the curriculum to children. The planning, observation and assessment of children's progress covers all areas of learning and older and more able children are challenged within this to reach their full potential. The playgroup still do not have regular formal opportunities for parents to share children's assessment records and agree next steps for children's individual learning, However, they do convey this verbally to parents on a regular basis. The recommendation to develop a system to monitor and record staff performance, including the identification of future training needs, has not been fully met. This has been brought forward as a recommendation for the purpose of this inspection.

## **The quality and standards of the early years provision and outcomes for children**

Children are supported by staff who engage them in activities that capture their imaginations, asking children questions to make them think and interacting with them as they play. An example of this happened as the children released butterflies, they had been observing and caring for from when they were caterpillars, into the garden. Prior to this each child had made decorated wings from old material and antenna from glitter covered baubles stuck onto hair bands. A member of staff played the guitar and the 'butterfly' children sang and danced to a song about butterflies, prior to their release. Another member of staff read a book to children about a caterpillar turning into a butterfly and children then gathered round the net cage where the butterflies were living. Children were encouraged to ask questions and vied with each other to name them. Children were asked to look at them carefully in case they came across them whilst playing in the park or in their gardens. Whilst children were looking they were asked to identify the colours on the butterflies and several children remembered they were called Painted Ladies. Children were encouraged to count them and their discarded cocoons. As the butterflies were released one by one, children waved them goodbye and worked out how many were left.

Children are developing skills for the futures as they have opportunities to mark make with paints, writing materials and easels easily accessible. Work on the wall and in children's folders show they have attempted, and in many cases succeeded, in writing their names on their work. The playgroup regularly celebrates the festivals of others and has many resources that reflect diversity in the forms of play people, dolls, puzzles and books. Staff have made a laminated book of pictures showing people in jobs not normally associated with their gender, various pictures of people from different cultures and positive images of children with disabilities. These are shared and discussed with children at circle times.

Children have free access to the lovely walled garden which is very well equipped, providing a stimulating learning environment for children. The apparatus available helps children to practise their physical skills and stimulates their imagination. Children are learning how to lead a healthy lifestyle as staff talk about good foods at snack time and during cooking activities. Children help staff grow vegetables outside and once grown these are cooked for them to try. For example, children

have grown potatoes and helped care for them. They dug them up, washed them and staff cooked them in a variety of ways for children to try. Children grew carrots, which they tried with dips and are looking forward to harvesting the runner beans, tomatoes and courgettes, which will be roasted and tried by children. Good hygiene routines are learnt by children as they wash their hands before snack time and after using the toilet. Children are helped to feel safe as boundaries such as not running in the indoor areas, and not jumping into the ball pond before checking no one else is in there, are reiterated by staff. Children make a positive contribution to the playgroup by making choices in their play and assisting staff with tidy up time in the garden and indoor areas.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met