

# The Riverside Playgroup

York House, Richmond Road, TWICKENHAM TW1 3AA



<b>Inspection date</b>	26 November 2018
Previous inspection date	4 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Children's progress is not monitored rigorously enough. There are gaps in the initial and ongoing assessment of children's learning and opportunities for parents to be involved in this process are not fully explored.
- Information gained from assessment is not being used to identify gaps in children's learning and target learning priorities for individual children.
- Arrangements for staff induction, supervision and performance management are not sufficiently focused on improving the quality of teaching.

### It has the following strengths

- Children are happy, safe and secure. They develop strong attachments with staff and settle quickly into routines.
- Children learn about people and communities beyond their immediate experience. For example, they celebrate festivals from around the world and enjoy cooking and learning about foods from different cultures.
- Relationships with parents are strong. Parents highly praise the care and support their children receive.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve systems to monitor children's progress, including what children know and can do when they first start, and encourage parents to be involved in this process	26/02/2019
use the information gained from assessment to identify gaps and prioritise next steps in children's learning to ensure all children achieve as much as they can	26/02/2019
improve arrangements to secure effective induction procedures, supervision and performance management of staff; and this information to identify and target training needs to improve the quality of teaching.	26/02/2019

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with staff and children throughout the inspection, at appropriate times.
- The inspector carried out a joint observation with a member of staff.
- The inspector sampled documentation, including suitability checks, training certificates, and records of children's learning and development.
- The inspector took account of the views of parents spoken to on the day. The inspector held a meeting with the manager.

**Inspector**  
Stacy Miller

## Inspection findings

### Effectiveness of leadership and management requires improvement

Although leaders and staff work together across the day, staff do not benefit from targeted support they require to improve and raise the quality of teaching continually. Arrangements to monitor and evaluate practice, including any impact of training, are informal and not sufficiently focused to identify and address weaknesses within the provision. The manager and her team are enthusiastic and motivated in their roles. Parents comment positively about the welcoming staff and 'family feel' of the setting. Safeguarding is effective. All staff are clear about the procedures to follow in the event of a safeguarding concern. Ratios are maintained and staff are deployed appropriately to ensure children are supervised to promote their safety and well-being.

### Quality of teaching, learning and assessment requires improvement

Staff do not have a clear enough picture of what children know and can do, and what they need to learn next. Consequently, not all activities are tailored specifically to provide sufficient challenge to children and address any gaps in learning in order to help them make good progress. Interaction between staff and children is strong. Staff engage themselves in children's play and provide a narrative for what children are doing. They find interesting ways to model new language and encourage children to make links in their learning. Following recent training, staff are focusing on incorporating mathematics more into the curriculum, although the impact of this in relation to children's progress is not being measured.

### Personal development, behaviour and welfare require improvement

The arrangements for allocating children a named key person are not implemented quickly enough. Consequently, staff do not always have a secure enough picture of what children know and can do when they first join the playgroup. This does not, however, have an impact on relationships built, and all children appear happy and secure in their surroundings. Staff have a good knowledge of children's individual home circumstances and routines. Staff organise the environment well to encourage children to be independent at making their own choices. For example, staff have introduced a self-registration system and visual cues in the cloakroom, to support children with self-care routines.

### Outcomes for children require improvement

Although children make some progress, weaknesses in assessment arrangements do not ensure that children make the best possible progress. Children are confident, self-motivated and excited when directing their own learning. For example, they enjoy diving into the large ball pit, experiment with different media and materials, and relish dressing up as their favourite role-play characters. Children develop skills that prepare them for their eventual move to school. For example, children can express themselves effectively and confidently manage their feelings and behaviour.

## Setting details

<b>Unique reference number</b>	511431
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10065619
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Riverside Playgroup (Twickenham) Committee
<b>Registered person unique reference number</b>	RP907893
<b>Date of previous inspection</b>	4 February 2016
<b>Telephone number</b>	0208 744 2459

The Riverside Playgroup registered in 1992. It is located in Twickenham, Middlesex. The group is open on Monday and Thursday from 9am to 3.35pm and from 9am to 12.05pm on Tuesday and Wednesday, during term time only. There are 12 members of staff, five of whom hold appropriate early years qualifications at level 3 and one who holds qualified teacher status. The playgroup receives funding to provide free early education for children aged two, three and four years.

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