

# Inspection of The Riverside Playgroup

York House, Richmond Road, TWICKENHAM TW1 3AA

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Inspection date: 17 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very curious about the broad range of resources on offer. They are motivated and excited to learn new things. Staff form strong bonds with them and their families. This leads to a warm and nurturing environment. Parents are very much involved in the setting and feel that they are included and their opinions are valued. Staff have high expectations of all children and are ambitious for them to achieve well. Children make good progress and are well prepared for the next stage in learning. The curriculum is well thought out and is based on the individual needs and interests of the children. For example, when children plant squash and fruits, they harvest and cook the vegetables, giving them the opportunity to discuss growth of plants and where food comes from. Staff support children to become independent as they wear their boots and jackets before going outside. Children learn well about the importance of staying healthy and safe. For instance, they talk about nutritious fruit at snack time. Children build close friendships as they help each other in activities. They learn how to use equipment and tools safely. For example, children enjoy the challenge of chopping vegetables in a cooking activity. They can explain the rules for safe outdoor play.

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

- Children and their families are warmly welcomed into the playgroup. Young children quickly settle with good support from their key person. Staff encourage children to be polite and respect each other. Children learn to share toys, play harmoniously and take their turn during activities such as using the large ball pool.
- Staff support children effectively to develop their language skills. For example, children explain words such as 'starfish' during play dough activities. Children enjoy singing to their favourite rhymes in outdoor sessions. Staff read regularly to children and send library packs home. This helps children to develop a love of reading in the setting and at home.
- Staff develop children's early writing skills well. For example, they encourage children to sound out and write the letters of their names. Children explore mathematical concepts as they count the number of steps pirates take in a spinning dice game.
- The manager takes the well-being of staff and children seriously. Staff feel happy and supported in their roles. Children feel emotionally safe and secure. They welcome praise and recognition of their achievements, which helps to raise their self-esteem and confidence.
- The manager and staff are persistent in providing good welfare support for all children, particularly those in need and those with special educational needs and/or disabilities. They work closely with other professionals.
- Children have good opportunities to be physically active. They manage risk well

as they carefully negotiate challenging climbing and balancing equipment in the outdoor area.

- Parents are delighted with their children's progress in the early years foundation stage. This is shared regularly by staff through written observations of their children. Parents have daily opportunities to discuss their child's activities and achievements. However, a few parents do not have regular links with the playgroup.
- Since the last inspection, staff have worked hard to ensure that knowledge gained from training is used effectively to help enhance all staff's teaching skills. For example, recent training in mathematics has made children's learning strong. Staff also spend a great deal of time finding out what the children already know and what they need to learn next.
- Overall, the playgroup has strong links with the local community. Children visit the nearby historic centre to view the sculptures and gardens. They are taken out to places of interest, such as a farm and on a riverboat, to enhance their learning.
- Very effective partnerships are in place with the local primary schools to prepare children for moving into a Reception class.
- Staff work closely alongside children, narrating what is happening and asking children questions to extend their learning further. However, at times, staff miss opportunities to extend children's creativity, especially during adult-led activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children. They regularly update their safeguarding training to ensure that they have a secure knowledge of the procedures to follow if they identify any concerns about a child's welfare. They know how to report concerns to the relevant professionals. Effective recruitment and induction procedures are in place to help ensure the suitability of adults working with the children. Staff are deployed effectively and remain vigilant about children's security. All activities and visits are stringently risk assessed to ensure children are safe.

## **What does the setting need to do to improve?**

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

- focus on supporting less-confident parents to be involved in the playgroup, to raise the quality of every child's learning to a consistently high standard
- make greater use of opportunities to always extend children's creative thinking and development.

## Setting details

<b>Unique reference number</b>	511431
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10090918
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 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>Telephone number</b>	0208 744 2459
<b>Date of previous inspection</b>	26 November 2018

## Information about this early years setting

The Riverside Playgroup registered in 1992 and is located in Twickenham, Middlesex. The playgroup is open on Monday and Thursday from 9am to 3.35pm, and on Tuesday and Wednesday from 9am to 12.05pm, during term time only. There are 10 members of staff, six of whom hold appropriate early years qualifications at level 3. The playgroup receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Mrig Divecha-Talker

## Inspection activities

- The inspector and the manager conducted a learning walk across all areas of the playgroup to understand how the early years provision and the curriculum are organised.
- The inspector spoke to a selection of parents, children and all staff, and took account of their views.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- A joint observation was carried out with the manager, and the inspector then held meetings with her.
- The inspector looked at a range of documentation, including children's assessments, planning documentation and staff suitability and training.

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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