

Inspection of Ashburton Playgroup

246A Cortis Road, LONDON SW15 3AY

Inspection date: 10 December 2019

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

Children demonstrate positive attitudes to their play and learning. They arrive at the playgroup happy and enthusiastic; they settle quickly and are keen to join in with their friends. Children feel safe and secure, and eagerly explore the activities provided. Staff provide an environment that helps children to learn, develop skills and achieve.

Staff obtain information about children's needs when they first start at the playgroup and, subsequently, assess children's learning regularly. They use this information to plan activities that excite and enable children to extend their learning. Children have many opportunities to practise new skills and build on their own learning. For example, children enjoy role play in the home corner. Children develop good hygiene routines and understanding, and older children independently carry out self-care tasks. Children are confident and behave well. They learn about taking turns, and sharing toys and resources. Children are polite and play cooperatively with their peers. They feel safe and secure.

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

- Staff build strong bonds with children. This helps them to feel emotionally secure, and supports them to settle quickly into the playgroup's routine.
- Staff provide children with a range of experiences and opportunities. For example, children thoroughly enjoy spending time with their peers in a well-organised and interesting environment. They learn about the importance of being physically active. Staff take children to the local park, where they have opportunities to use equipment and resources that help strengthen children's large-muscle skills, and build their stamina.
- Staff are positive role models. They are kind and thoughtful in their interactions with the children. Staff provide children with regular and appropriate praise and encouragement. They comment positively on children's good behaviours, thanking children and acknowledging their acts of kindness.
- Staff provide a stimulating curriculum based on what children already know, what they can do and need to learn next. Children make good progress, including those with special educational needs and/or disabilities. However, although staff support children's language development, this is not consistent across all activities. This is especially the case in group activities, where staff do not use questions or a wide range of vocabulary. This does not support children to extend their thinking and speaking skills to even higher levels.
- Partnerships with parents and other professionals are strong and support good continuity for children. Staff regularly share information with parents and professionals to provide them with a clear picture of children's progress. Parents are encouraged to continue their children's learning at home and share their

child's achievements. Parents comment on the good support their children receive from staff.

- Children demonstrate good levels of confidence and self-assurance. For example, they competently wash their hands before eating. Staff support children's health and well-being effectively. Children are active and are encouraged to develop healthy lifestyles. They enjoy nutritious and well-balanced snacks.
- Staff provide children with many opportunities to mark make and to develop skills that support writing. For example, they access a range of tools that help to develop their finger grip. Children develop their creative and imagination skills well. For instance, they make Christmas cards and join in role play. However, staff do not make the most of routine activities to help children develop their awareness of shapes and measurements. This limits children's opportunities to enhance their mathematical skills.
- The manager meets with staff regularly and provides effective support to promote their professional development. She ensures that staff workloads are manageable. Staff report that they enjoy their work. They access a good range of training opportunities, and are encouraged to use their new knowledge to develop their teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding. They undertake regular training, and review safeguarding policies and procedures so they are always up to date. Staff understand how to identify and report any concerns about a child's welfare. They know the risks posed to children from being exposed to extremist views or practices. Staff have taken effective steps to ensure children are safe when using technology. Robust recruitment and vetting procedures ensure that staff are suitable to work with children. Staff ensure all areas of the playgroup are safe and secure at all times.

What does the setting need to do to improve?

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

- help children to develop their vocabulary and speaking skills more effectively to take their learning to the next level
- provide children with opportunities to become more aware of shapes and measurements to extend their mathematical skills.

Setting details

Unique reference number	EY283590
Local authority	Wandsworth
Inspection number	10128419
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	2 to 3
Total number of places	15
Number of children on roll	13
Name of registered person	Ashburton Playgroup Committee
Registered person unique reference number	RP524177
Telephone number	0208 785 4494
Date of previous inspection	17 July 2013

Information about this early years setting

Ashburton Playgroup has been established since 1985, and has been registered by the current management committee since 2004. The playgroup operates from the ground floor premises of a low-rise block in Putney, in the London Borough of Wandsworth. The playgroup is open each weekday from 9.15am to 12.15pm, during term-time only. The playgroup receives funding for nursery education for two-, three- and four-year-olds. The playgroup currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup employs three members of staff, all of whom hold appropriate early years qualifications.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector completed a learning walk of the areas used by children with the deputy manager, and discussed how the early years curriculum is organised.
- The inspector held discussions with staff, and spoke with children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documents, including evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection, and took account of their views.

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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