

# Inspection of South Bedfont Playgroup

Southville Children Centre, Southville Road, FELTHAM, Middlesex TW14 8AP

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Inspection date: 20 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and emotionally secure in this nurturing environment. Children engage in many activities, both indoors and outdoors. They have many opportunities to explore their natural environment. For example, through playing in the mud kitchen, using water pumps, digging for worms and balancing and climbing on tyres.

The key-person system is highly effective. Staff know the children well and have high expectations. They understand children's interests and plan activities to further support them in their learning. For example, during a bug hunt activity, staff extended children's communication and language skills to support them in finding bugs in the garden. Children collected and investigated worms for their wormery, furthering their knowledge and understanding of the world.

Children behave well and show a positive attitude to their learning. Staff work effectively as a team to enhance learning opportunities for children and to ensure that all children make good progress. Children engage in a range of well-planned activities that promote their communication and language skills through imaginary play. Children use recipe books to role play making cakes, and they play doctors and nurses, dressing up and examining patients using stethoscopes.

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

- Staff share stories and sing songs to support children's language development. When sharing the story of 'Oh dear, no eggs here', staff use farmyard animal props, allow children time to listen, pause for children to join in, and ask questions to check children's understanding. Children turn pages, lift flaps and show high levels of curiosity and engagement.
- Children engage in a range of activities to support their fine-motor development. They use large chalks to mark make, chop vegetables in the outdoor kitchen and use the designated writing area to find their name and practise copying letters.
- Children show good physical and mathematical development as they role play on the 'construction site'. They count large wooden blocks, transport them and arrange them into towers. Children persevere when things are tricky, showing good development in their problem-solving skills.
- Staff make purposeful interactions with children during activities, model language and extend children's vocabulary as they play. However, staff do not consistently model, explain and demonstrate what they are intending to teach children to embed children's understanding and strengthen their vocabulary. For example, during a play-dough activity, staff missed opportunities to model the actions for cutting, rolling and squeezing to support children's understanding of these words.



- Staff model care practices well. For example, washing hands before and after lunch and after messy-play activities. Staff sit and have lunch with children, making it a social experience and providing opportunities to engage in conversations about healthy food choices. Children learn to pour water from a jug, and staff model how to use cutlery appropriately. This supports children to be independent.
- The nursery makes excellent use of external agencies to ensure all children's needs are met, in particular children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Targeted one-to-one support and group interventions focus on children's specific needs. Staff use 'now and next' boards and visual cues to ensure all children understand nursery routines and can fully access all areas of their learning environment.
- The manager has high expectations of staff. She identifies where staff need support and takes appropriate action to address this by providing specific training opportunities. Staff are mentored well and have regular supervision meetings allowing them to reflect on their practice, discuss observations of children and plan activities for children's next steps.
- Parents feel very supported by the nursery and feel part of their children's learning journey. They are given ideas on how to help their children at home. They delight as they talk of the progress their children have made during their time at the setting. In particular, they notice their children express an increased enjoyment in sharing books and listening to stories at home. Parents say their children are happy and enjoy coming to nursery, which is both comforting and reassuring for them.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective procedures in place for dealing with and reporting on accidents and incidents. Regular risk assessments are carried out to ensure children can safely access all areas of the nursery, both indoors and outdoors. All staff understand the signs of when a child may be at risk and understand their responsibilities in reporting any concerns they may have. They are aware of how to report an allegation against a member of staff. Safeguarding is discussed regularly, and staff complete regular training to ensure their knowledge is kept up to date.

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

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

- ensure all staff model, explain and demonstrate when introducing new vocabulary to fully embed children's understanding and strengthen their language skills.



## Setting details

<b>Unique reference number</b>	EY415812
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10138017
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	South Bedfont Playgroup Partnership
<b>Registered person unique reference number</b>	RP903998
<b>Telephone number</b>	0208 844 0937
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

South Bedfont Playgroup registered in 2010 and is based in Feltham, in the London Borough of Hounslow. It is open each weekday, from 9.15am to 2.15pm, during term time. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs eleven staff, of whom nine hold relevant qualifications at level 2 or level 3.

## Information about this inspection

### Inspector

Penny Harman



## 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.
- Parents shared their views of the setting with the inspector.
- The manager and inspector conducted a learning walk together and discussed how the curriculum has been implemented and the impact that this had on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a range of staff and the manager about how the setting meets the needs of all learners, including children with SEND.
- The inspector spoke to all staff about safeguarding policies and procedures.
- The inspector observed the interactions between the staff and children.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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