

# Inspection of ASSC Playgroup

Rear of 118-146 Morland Road, Addiscombe, Croydon, Surrey CR0 6NE

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Inspection date:

23 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children are happy and settled. They separate from their parents confidently at the door and manage age-appropriate tasks for themselves. For example, children hang up their coat and clean their hands before entering the setting. They show strong levels of independence skills. Children have access to a wide range of toys and resources, including multicultural books. They gain an awareness of similarities and differences between people. However, children do not experience a curriculum that is ambitious, broad and rich. For instance, they are offered play dough to explore to strengthen their finger muscles, but this activity lacks challenge and imagination. As a result, children become bored and restless.

Children have positive relationships with staff which support their emotional well-being effectively. They show that they feel safe and secure. Children behave appropriately, although they do not always have the time they need to finish their play without being interrupted. Staff's expectations for children's learning are generally not high enough. For example, despite knowing that many children who speak English as an additional language need support, they do not always focus their activities to extend children's language development. This slows down the progress that children make in their learning.

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

- Staff observe and assess children's learning regularly. However, they do not use the collected information effectively enough to plan a curriculum that consistently meets children's learning needs. For example, although children have fresh air and exercise while playing outdoors, their learning is incidental rather than purposeful. This does not ensure that children's progress is as rapid as possible.
- The manager offers staff some coaching and professional development. She ensures they attend mandatory training, such as first-aid and safeguarding, to protect children's welfare. That said, the manager does not identify staff's individual training needs precisely enough to help improve their teaching skills. This prevents staff from offering children consistently good quality learning experiences.
- Staff have close partnerships with parents. Parents say their children are happy to attend the playgroup and praise the staff for their caring and approachable nature. The regular feedback from staff provides parents with information about their children's care needs and activities. On the other hand, staff have not established a working partnership with other providers where children attend. This does not promote a consistent approach to children's learning and development.
- Children behave appropriately. They play alongside or with their friends, sharing

and taking turns. However, there are times when children's enjoyment is interrupted because they are not given enough time to finish their play naturally. This does not motivate children to play. This is particularly evident when staff complete routine activities, such as snack and tidy-up time.

- Children benefit well from the positive relationships with staff, who are kind and approachable. They receive praise for their efforts and achievements. This raises children's self-esteem and confidence.
- Staff teach children to follow good hygiene practices to protect their health. They are consistent in asking children to wash their hands, which prevents the spread of germs and infectious illnesses.
- Children have opportunities to develop their early writing skills. They enjoy drawing pictures and painting spontaneously. There are opportunities for children to explore and operate information and communication technology equipment, such as toy digital cameras and laptops. They have fun observing the cause and effect of their actions.
- Staff teach children to develop a respect for themselves and others. They celebrate a range of events, such as Eid, Diwali and Bonfire Night, to teach children about diversity. Staff also make good use of books to introduce other languages that children speak at home.
- The manager has made some changes since the last inspection. For example, she has increased resources to encourage the development of children's mathematical skills. Children are learning to count and recognise basic shapes. However, she does not evaluate the quality of the provision rigorously enough to identify and target all areas for improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The recruitment procedures enable the manager to check staff's initial and ongoing suitability to work with children. The manager and staff understand their responsibilities to help keep children safe. They have a secure knowledge of how to recognise and respond to concerns about children's welfare. Staff know how to escalate safeguarding concerns to relevant agencies, including if there are allegations against colleagues. Staff deployment is effective. They supervise children well, inside and outside.

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

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

	<b>Due date</b>
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make more effective use of the information gained from observations and assessments, to construct an ambitious, broad and rich curriculum, inside and outside, to help children to make good progress	20/03/2023
provide staff with effective supervision and identify individual training needs to ensure they offer children consistently good quality learning experiences.	20/03/2023

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

- establish a partnership with all professionals who are involved in children's care and education for a consistent approach
- review the daily routines to ensure that children are given enough notice when there is to be a change in routine so they can finish their play naturally
- evaluate the quality of the setting rigorously to identify and address all areas of development promptly.

## Setting details

<b>Unique reference number</b>	124886
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10263259
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	ASSC/Addiscombe Sports & Social Club Committee
<b>Registered person unique reference number</b>	RP519193
<b>Telephone number</b>	020 8654 0806
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

ASSC Playgroup registered in 1992 and is located in the London Borough of Croydon. The playgroup is open during term time only, from 8.40am to 2.40pm, Monday to Friday. There are four members of staff, all of whom have completed relevant childcare qualifications at level 2 and level 3.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager explained the curriculum intentions to the inspector during a learning walk of the setting. They observed a planned activity together and evaluated the impact of it on children's learning.
- Discussions and meetings were held with the manager during the inspection.
- Parents spoke with the inspector to share their views on the quality of the provision.
- The inspector discussed children's learning with staff and interacted with the children at appropriate times.

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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