

Inspection of Ashburton Playgroup

246A Cortis Road, LONDON SW15 3AY

Inspection date:

30 January 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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

The provider does not demonstrate a secure knowledge and understanding of the importance of promptly notifying Ofsted of all individuals associated with the registration, including committee members, so that suitability checks can be carried out.

Children are well settled and appear to feel secure at this small, friendly pre-school. Children arrive happy and confidently say goodbye to their parents. They chat to staff about their family and what they have been doing at home, which supports children's developing sense of identity. Children build strong relationships with the staff and other children. They play cooperatively together, such as taking turns with dough cutters. They show concern for their friends when they hurt themselves and give them a big cuddle.

All staff have a good knowledge of the children's individual learning needs. They tailor their interactions well to help children build on what they can already do and know. For example, they read children's favourite books to help them develop their listening and attention skills. The provider has a good understanding of the local community. It plans opportunities that enhance children's learning about the world around them. All children make good progress.

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

- The provider shares details of committee members with parents. However, it does not demonstrate understanding of robust procedures for ensuring that suitability checks are applied for in a timely manner. While it is a requirement of the 'Statutory framework for the early years foundation stage' to notify Ofsted of all committee members, so that checks can be carried out, there has been no significant risk to children from any delays, as the new committee members are not directly responsible for providing care and education to children. The provider has taken steps to ensure that staff who work directly with children have valid Disclosure and Barring Service checks. Staff have recently completed safeguarding training and have a secure knowledge of how to report any concerns about children's welfare.
- Children are excited to explore the learning opportunities set out by staff. Children focus well as they experiment with ways to use dough, such as rolling, squishing and making 'noodles'. Children develop good concentration skills.
- Staff help children remember things they have already learned. For example, they ask questions about what they did the previous day. Children recall how to care for a puppet during story time and how to say 'Happy New Year' in Chinese. This indicates that children's learning is beginning to embed.
- Staff use observation and assessment to identify next steps in children's

learning, such as the two-year progress check. They use this to plan learning opportunities to stimulate children's development. For example, they use children's interests to plan activities to support their engagement in their learning.

- Children's communication and language development is supported well. Staff engage children in conversation and introduce new words, such as 'mechanism' and 'pencil sharpener'. Children join in with familiar stories and songs with enthusiasm. Children develop a wide vocabulary and are confident communicators.
- Staff teach children to keep themselves safe. Children learn how to safely use a knife and to take care when stepping backwards. Staff give children lots of encouragement to try new things and praise them when they complete tasks. Children develop good personal, social and emotional skills, overall.
- Children play independently and initiate their own ideas, such as building with construction toys. However, there are times when staff do things for children, such as putting on their coats. This impacts on how well children develop the skills they will need for later life.
- Staff remind children of simple rules, such as using 'kind hands'. Children wait patiently to wash their hands and help tidy up their toys. Children learn to manage their behaviour well.
- Partnerships with parents are good. Staff share information with parents and make suggestions for how to support children's learning at home. Parents speak highly of the staff and say how much they like the home-from-home atmosphere staff create.
- Staff say they feel well supported. They receive regular feedback on their practice and access learning online to keep their knowledge up to date. The team frequently meets to evaluate the curriculum and plan future topics to extend children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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:

	Due date
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ensure that there are robust systems in place to provide Ofsted with information about all committee members so that the required suitability checks can be completed.	21/02/2025
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To further improve the quality of the early years provision, the provider should:

- develop opportunities for children to practise their self-help skills so they are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY283590
Local authority	Wandsworth
Inspection number	10383507
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 at time of inspection	2 to 4
Total number of places	15
Number of children on roll	12
Name of registered person	Ashburton Playgroup Committee
Registered person unique reference number	RP524177
Telephone number	0208 785 4494
Date of previous inspection	10 December 2019

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 offers the government funded places for childcare. The playgroup employs three members of staff, two of whom hold an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity and discussed the impact on children's learning.
- The inspector observed the interactions between staff and children and the quality of education being provided.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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