

# Amberley Playgroup

Inspection report for early years provision

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**Unique reference number** 101714  
**Inspection date** 18/11/2009  
**Inspector** Zahida Hatia

**Setting address** Amberley Playgroup, The Parish Rooms, Amberley, Glos,  
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**Telephone number** 01453 872571  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Amberley Playgroup has been operating since 1972 and is located in the parish rooms within the village church of Amberley, to the south of Stroud. The group have shared use of two rooms and an outdoor play area. There is an enclosed playground on two levels with grassed and concrete surfaces. The local fields and countryside are used by the playgroup.

A maximum of 24 children may attend at any one time aged between two to the end of the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, all of whom are in the early years age group. The playgroup supports children with additional needs as well as children with English as an additional language.

The playgroup is open on Mondays and Fridays from 09.15am until 12.15pm and the playgroup is open for two sessions on Wednesdays from 09.15am to 12.15pm and 12.15pm to 3.00pm. In addition to this, the setting opens for one session on Thursdays from 12.30pm to 3.00pm. Children attend from the local community and surrounding areas.

The children are cared for by a team of four members of staff, who all hold relevant childcare qualifications. Parent helpers assist at the group on a rota basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in an exceptionally well organised and inclusive environment, where utmost attention is given to meet children's individual needs. This ensures that the setting promotes all aspects of children's learning and welfare with great success and recognises and values their uniqueness. Children's welfare needs are rigorously safeguarded. The highly effective management and staff team is a clear strength of the setting and they are constantly evaluating all areas of their provision to ensure continual improvement and high standards. The excellently resourced and stimulating environment is highly effective in promoting outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue taking part in relevant training to promote professional development

## **The effectiveness of leadership and management of the early years provision**

The staff's organisation and management of the setting is thorough. Staff have an assured grasp of their responsibility in safeguarding procedures, which are robust. All staff are fully aware of their responsibility to protect children from abuse or neglect and have undergone training in child protection. Staff have great enthusiasm for continuous improvement and they have a thorough working knowledge of the Early Years Foundation Stage (EYFS). The records, policies and procedures are very well organised and are highly effective in supporting the service. The focus is always upon promoting children's welfare and helping all children to make excellent progress. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. Each child has their own key person who works closely with parents and carers. They keep daily records of children's progress and make detailed topic and activity plans to ensure that all areas of learning are provided in stimulating and varied ways. As a result, children's interest is captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Staff ensure their knowledge and understanding of individual children's needs are met. The setting also has procedures and resources in place for supporting children with specific needs. Staff update resources, activity ideas, inputs, policies and procedures accordingly. Staff regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. The staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult led and child initiated play.

The managers and the chairperson from the committee team are actively involved within the nursery and are keen to achieve high standards for the playgroup. The whole staff team is highly motivated towards providing good quality care and education for children. Staff are committed towards their involvement in the self-evaluation process in order to bring about continued improvement. They have identified areas for improvement and strive to implement them. Staff are well qualified and experienced and annual appraisal systems are in place to support staff and identify future training needs. Staff meetings are held on a regular basis to further enhance professional development and their roles and responsibilities have been clearly established. Consequently, staff work effectively as a team because they feel valued and involved within the setting.

Partnership with parents are excellent as staff discuss every aspect of their child's learning and development with them. Children's artwork and informative portfolios are clearly displayed so that parents are informed about the high quality care and education that is offered. Parents are able to access their child's learning records at any time. In addition, parents are given their own copies of the setting's policies and procedures. Staff work very effectively with other carers, such as childminders and nannies, by exchanging information about the children in their care. Diaries

are used to communicate with other settings that children may attend. Parents are always warmly welcomed and included in what their child is doing and are encouraged to continue this at home so that they too are enjoying seeing their child develop.

## **The quality and standards of the early years provision and outcomes for children**

Children make significant progress within a caring and lively environment. Staff know their children exceptionally well, have a very good knowledge of their learning needs and as a result successfully support children's learning and play. The routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities.

The staff start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem. They teach children to participate, adopt safe and hygienic routines, to develop self confidence and have consideration for others. Staff use their knowledge about each child to promote their development, making great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. Children develop excellent communication skills through well planned small group sessions. At group time, children talk confidently about events at home and respond eagerly to the staff's questions and general discussions. Children can freely access books from the wide selection provided. They sit attentively as they listen to stories being read to them. They enjoy going for walks into the community and taking part in local life, for example recently the children made a large poppy which was put on the war memorial to commemorate Remembrance Day.

Children's creative, physical and problem solving skills are very well supported as they engage in a variety of activities. Younger children develop mathematical skills as they count out the different variety of fruits offered at snack time. Older children are competent in recognising numbers and letters. They enjoy the outdoors where they can choose activities which are also available indoors, giving them the choice of indoor or outdoor play, such as, mark making, climbing and playing with hoops and bean bags. They select musical instruments and are extremely enthusiastic about singing and accompanying the member of staff on the piano.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practice and listening to staff talk about how to stay safe in the setting and on outings. Children become very aware of the importance of healthy living. They join in very enthusiastically in dance and movement sessions, playing follow my leader whilst shaking their tambourines and drums. They provide children with healthy snacks and meals according to their individual needs and provide regular water during the session. Children have free access to programmable toys that encourage problem solving and early reading and writing

skills. Children are confident in expressing their ideas and trying new ways of doing things in this child centric environment where they are valued.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met