

# Ambergate & District Playgroup

Ambergate & District Playgroup, Devonshire Street, Ambergate, BELPER, Derbyshire, DE56 2GJ

## Inspection date

28/06/2013

Previous inspection date

18/03/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children feel safe and secure in the playgroup because they operate an organised key person system, which also helps children to form secure attachments and promotes their well-being.
- Staff promote children's physical development well. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.
- Strong and trusting partnerships with parents have been developed and there are effective procedures in place to share information and celebrate children's achievements.

### It is not yet good because

- Staff do not provide an area or suitable furniture where children can relax or play quietly.
- Staff do not consistently expand children's communication and language skills or introduce specific words linked to the context of their play. As a result, children do not always express themselves effectively.
- Children's play is interrupted to have snack. As a result, they are not given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector held discussions with the manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the playgroup's policies and procedures.

## **Inspector**

Janice Hughes

## Full Report

### Information about the setting

Ambergate and District Playgroup opened in 1968 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a committee of parents and operates from the Methodist Church rooms in the village of Ambergate in Derbyshire. The pre-school runs from Monday to Friday during school terms from 9.15am until 12.15pm. It serves the local and wider communities.

There are currently 24 children on roll and all are in the early years age range. Children attend for a variety of sessions. The playgroup receives funding for the provision of nursery education to two-, three- and four-year-old children. The playgroup employs three members of staff. All staff hold an appropriate early years qualification; two at level 3 and one at level 2. They receive support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is an inviting and comfortable area for children to relax and play quietly with suitable furniture, for example, a cosy book area or comfy tent.

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

- enhance children's communication and language skills by taking opportunities to talk in depth to them about what they are doing and introduce specific words linked to the context of their play, so that they can fully express themselves and talk about their experiences
- review children's snack time, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children arrive at this playgroup with enthusiasm and excitement and enter the playroom in a bubbly way. Staff have appropriate understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff know the children well because they have gathered relevant information from the parents at

settling-in times and through the completion of an 'All about me' booklet. This provides them with sufficient information about the children's likes, characteristics and capabilities. As a result, staff can provide activities that interest the children from the start. Consequently, they settle into playgroup life quickly. Staff appropriately continue to teach, observe and assess the children while they play. They use these assessments to identify children's next steps and inform future planning adequately. Children are acquiring satisfactory skills and learning to prepare them in readiness for school.

Teaching in the setting is sufficient and developmentally appropriate; the children are enjoying their learning and make steady progress towards the early learning goals. They are engaged and show curiosity most of the time. The educational programme and resources provided enable children to access a suitable range of activities and experiences across the seven areas of learning. Most children are suitably active and enthusiastic learners. Staff support and enhance their learning adequately. They provide ideas to extend activities and play alongside the children offering gentle support and encouragement enhancing their skills. However, some children are become boisterous, loud and wonder around the room without focus. This happens just before snack time, when children's play is interrupted. They tidy away the toys they have been playing with. As a result, children are not given sufficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

Staff foster children's communication and language skills suitably. However, they do not always take every opportunity to talk to children in depth about what they are doing, or to extend their language skills by introducing specific words linked to the context of the activities, such as 'cylinder' and 'cube' when using three dimensional shapes. This sometimes limits the use of key vocabulary in children's language development. Children love stories, they sit attentively and listen well. They contribute to the story and predict the ending as staff positively encourage this. Children sing nursery rhymes and songs and have great fun with action rhymes. These activities, along with learning to write their names, help children to develop their literacy skills sufficiently.

Physical development is a strength of the playgroup. Children handle a variety of tools to enhance their learning, such as, chalks, scissors, glue spreaders and construction toys. They demonstrate their skills of climbing, riding sit-and-ride toys as they negotiate each other and obstacles outside. To further this area of learning, staff encourage children to throw and catch balls. Children thoroughly enjoy being outside and staff promote their learning about the natural world appropriately. They plant seeds and have opportunities to dig. To develop their understanding of the world the children have walks around the community, where they visit the library, shop and parks. This also helps them to learn about the wider community.

Children learn about mathematical skills through focused activities, such as sorting objects by colour and size and everyday opportunities. They sing number songs, recognise numbers in puzzles and count by rote to six as they jump across the 'stepping stones'. Children use the computer well and show appropriate levels of negotiating how to use the 'mouse', to play matching and sound games. They enjoy role play that involves using the home corner area and resources. There is excitement and interest here, and this encourages children to use their imagination well. For example, children dress-up as

different characters, pretend to make cups of tea and go 'shopping'. To further children's learning in expressive arts and design they have many opportunities to show their creativity. For example, they create printing pictures using a selection of different printing objects, such as sponges and rollers. They thoroughly enjoy this activity and are proud of their creations as they show them to a visitor, showing their building confidence.

Staff have completed the progress check at age two and shared this information with the parents. They talk to parents at pick up times and discuss their children's achievements. Staff also arrange 'parents' evenings' to discuss children's progress in more depth. They also provide opportunities for parents to look at the children's 'learning journey' records. These contain children's observations, photographs and children's work. Parents comment that they are 'happy with the progress of their children'. Staff encourage parents to be further involved in their children's learning by making suggestions of what they could do at home. For example, practising writing their names and reading stories.

### **The contribution of the early years provision to the well-being of children**

Children enjoy attending this welcoming, friendly playgroup. They show that they feel safe and secure because they happily separate from their parents. The key person system ensures that each child and family has a main point of contact in the playgroup and helps children to form secure emotional attachments. Children have built up strong attachments and relationships with their key person. This enables them to develop a strong sense of belonging. As a result, children are confident and have good levels of self-esteem. The staff team is well established and focuses strongly on developing children's sense of well-being. Staff do this by following children's interests. They move to the activities that are attracting children's attention. For example, when adults explore sand with children, they sit on the floor with them and follow their lead. Children play cooperatively with their friends. For example, they share as they play with a construction toys and together build houses. They are confident to explore their surroundings and use their imagination as they play. Children's behaviour is in the main appropriate. Staff use positive strategies to help them learn right from wrong. Children are treated as individuals, according to their own individual needs, with kindness and respect and this is reflected in the way that children behave towards each other.

The learning environment is suitably set out to offer children an acceptable range of activities and play opportunities that help promote their learning in most areas. Resources are accessible so that children can make choices about their play. The environment promotes the children's growing independence sufficiently. For example, children have easy access to the toys and activities and serve themselves their food at snack time. There are displays of children's artwork to provide a sense of belong for the children. However, there is no area or suitable furniture for children who wish to relax or play quietly, for example, to read books or talk to friends. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks, which include fruit and vegetables, are provided and their dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Staff sufficiently support children to develop an understanding of the importance of physical

exercise and a healthy diet. Children enjoy opportunities to be outside and know that running around makes them strong and healthy. Valuable discussions between staff and children during snack time support their awareness of healthy food and drinks.

Staff have a sound understanding of keeping children safe. They identify potential dangers as part of their daily risk assessments and take steps to eliminate them. Children develop an appropriate understanding of safety through daily routines. For example, they know the playgroup rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

Staff foster children's transition to other establishments usually appropriately, by developing children's confidence and independence through personal responsibility skills, such as, pouring drinks, putting on and fastening their coats. This is also supported through visits to the school and associated role play, for example, pretending to play 'schools'.

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

Staff have a suitable knowledge of the Statutory framework for the Early Years Foundation Stage, safeguarding and welfare requirements. They have a clear understanding of the safeguarding procedure, which enables them to suitably protect children if they have a concern. Staff understand their safeguarding duties, so that children are protected and cared for in a secure environment. The committee implements appropriate processes to check that staff are suitably qualified and properly vetted. They ensure they receive appropriate references and check their suitability through the Barring and Disclosure Service before employing them in the playgroup. Policies and procedures and other documentation adequately promote children's health, safety and welfare. Staff collect any necessary medical information to ensure children can be well cared for. Accidents and incidents are monitored periodically to identify any possible areas for concern. Risk assessments and daily checks are detailed enough to effectively minimise risks to children.

Suitable reflective practice takes place; staff, committee and parents are working together to drive for improvement. Staff have identified areas for improvement and have completed all the previous actions and recommendations from the last inspection. Recent developments have included the introduction of a new assessment and planning process. The manager has begun to monitor the educational programmes, children's progress and staff performance. She reviews planning documentation with staff and holds regular planning and staff meetings. Staff use the guidance documentation from the Development matters in the Early Years Foundation Stage. This enables them to know the children are developing within the expected bands. Staff receive regular appraisals and supervisions to help effectively identify their training needs to enable continuous professional development. For example, staff recently attended a course to learn about the revised Early Years Foundation Stage documentation. This has helped the staff to begin to use the curriculum adequately and benefits children overtime.

Staff have established strong partnerships with parents. Parents report positively about the caring and friendly staff. They like that it is a small and friendly playgroup and feel their child is valued. On their child's entry to the playgroup they are provided with the opportunity to see all the pre-school's policies and procedures that cover all relevant legislation. Parents can review notice boards to gain further information about the playgroup and the Statutory framework for the Early Years Foundation Stage. To aid all children, appropriate links have been established with outside agencies, such as the local authority. The partnership with external agencies, such as speech therapists, is suitable and the manager works with these agencies to meet the needs of individual children, to provide continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	206707
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	818046
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Ambergate & District Playgroup Committee
<b>Date of previous inspection</b>	18/03/2010
<b>Telephone number</b>	07973 151 790

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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