

# Amberley Playgroup

Amberley Playgroup, The Parish Rooms, Amberley, Glos, GL5 5JG



## Inspection date

6 November 2015

Previous inspection date

18 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Management and staff seek the views of parents and children to support their self-evaluation to identify areas to continually drive improvement and maintain their high standards. For example, staff have identified through critical reflection of their practice, ways to enhance further the tracking and monitoring of children's progress.
- Observation, planning and assessment processes are superbly vigorous. Staff know how each child learns extremely well. They plan and provide activities from children's interests to challenge and extend their learning. As a result, all children make outstanding progress in all areas, given their starting points.
- Staff form highly successful partnerships with parents, who are fully involved in their children's learning. Parents are extremely complimentary of the committed staff team and the progress their children make. For instance, parents enthusiastically praise the strong community feel in the setting.
- Management and staff implement resourceful interventions to narrow any gaps in learning exceptionally well for those children who may be working at lower than typical levels of development. For instance, they work in partnership with other professionals, visit shared settings and offer outreach work for families, to ensure consistency in learning and care.
- Staff provide excellent opportunities for children to develop their physical skills. For example, children learn to move their bodies in music and movement sessions and they have plenty of opportunities to play outside in the fresh air.

## What the setting needs to do to improve further

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

- continue to reflect on and enhance the highly-effective monitoring of children's progress to further strengthen the quality of provision.

### Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector held discussions with the management team, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and also written feedback.

### Inspector

June Robinson

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. Management and staff implement robust safeguarding policies. All staff cover safeguarding as part of their comprehensive induction and supervision process. Staff have a superb understanding of their responsibilities to protect children from harm. Management identifies staff training needs through a highly effective system of supervision and appraisal to ensure teaching is of a very high level. Staff share the skills they gain from training with each other. For example, staff have used knowledge gained to reflect on how children learn, to help them promote the best possible outcomes for children.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is of a consistently high standard. Staff have extremely high expectations of children and use a variety of methods to identify children's interests in the setting and at home, to identify their next steps in learning. The highly qualified staff team has an extremely sharp focus on encouraging children's communication skills. For example, staff promote children's thinking skills highly successfully by asking searching questions, such as 'I wonder what may happen?' and 'What do you think?' Children develop an excellent understanding of mathematical concepts of shape and size through innovative activities. For instance, children learnt how to construct two-dimensional shapes through linking together twigs with similar coloured tape at the ends. Children thoroughly enjoyed learning about centrifugal force. They added paint, glue and glitter to paper plates, put it in a salad spinner and watched what happened as they turned the handle. Children demonstrate extreme confidence in writing their own labels and names, and accurately telling an entire story from a favourite book to their friends.

### **Personal development, behaviour and welfare are outstanding**

Staff use very effective methods to get to know children and their families from the start. Children form secure emotional attachments with their key persons. Children are exceptionally independent and confident in activities, such as cutting up fruit and vegetables for their snacks. They display immense pride in being chosen for roles of responsibility, such as wheeling in the snacks on the 'golden trolley' to serve their friends. Children's behaviour is exemplary. Management and staff are exceptionally positive role models for children. Children are extremely confident and secure in the routines of the setting. For example, they confidently suggested that staff needed to add another picture to their visual prompt signs, one to help them to practise tying their shoe laces.

### **Outcomes for children are outstanding**

Outcomes for children are outstanding. Children develop independence, explore their ideas and are engrossed and engaged in purposeful activities for exceptionally long periods. They are superbly well prepared to develop the skills for future learning and school.

## Setting details

<b>Unique reference number</b>	101714
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	824666
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Amberley Playgroup and Toddlergroup Committee
<b>Date of previous inspection</b>	18 November 2009
<b>Telephone number</b>	01453 872571

Amberley Playgroup registered in 1982. It operates from the parish rooms within the village church of Amberley, Stroud. The playgroup is open on Mondays and Wednesdays from 9.15am to 12.15pm and from 12.15pm to 3pm, on Fridays from 9.15am to 12.15pm. The playgroup is in receipt of funding for the provision of free early years education for children aged three and four years. The playgroup employs five members of staff; of these, one holds Qualified Teacher Status and four hold relevant early years qualifications at level 3.

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