

# Ambergate & District Playgroup

Methodist School Rooms, Devonshire Street, Ambergate, Belper, Derbyshire, DE56  
2GJ



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 29 January 2016 |
| Previous inspection date | 28 June 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---|-------------------------|--------------|----------|
|   | Previous inspection:    | Satisfactory | 3        |
| Effectiveness of the leadership and management                |                         | Good         | 2        |
| Quality of teaching, learning and assessment                  |                         | Good         | 2        |
| Personal development, behaviour and welfare                   |                         | Good         | 2        |
| Outcomes for children   |                         | Good         | 2        |

## Summary of key findings for parents

### This provision is good

- The leadership team has a good understanding of its roles. They are committed to providing a high-quality provision. The manager uses good self-evaluation and includes the views of staff, parents, the committee members and children in this process.
- Staff work very well together. They guide children effectively to promote their learning. Children play in a versatile and child-friendly environment which is adapted to meet their needs. Resources are well organised and provide a stimulating place to learn.
- Children are happy and content. A good settling-in procedure helps children to form secure attachments with staff. Children's behaviour is consistently good. Staff are good role models who give children clear, positive instructions.
- Children make good progress in their learning and development. Gaps in the progress children make close quickly and all of them develop the skills they need for starting school. Children's moves to school are very well organised and supported.
- Children are developing good communication and language skills. They are expressive and use their language skills well. They hold purposeful conversations and talk about their home experiences.
- Staff have a good partnership with parents. Parents are fully involved in their children's learning. Staff offer suggestions for parents to support children's learning at home.

### It is not yet outstanding because:

- Children do not regularly find out about other people's similarities and differences to help extend their understanding of diversity.

## What the setting needs to do to improve further

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

- strengthen the promotion of diversity and widen children's understanding of people different to themselves to help develop further their understanding of the world they live in.

### Inspection activities

- The inspector spoke to the manager, members of the committee, staff and children at appropriate times during the inspection.
- The inspector observed children at play both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the manager's action plan.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership is strong. The manager, staff and the committee have worked hard since the last inspection. They have addressed and completed all the actions and recommendations for improvement set at previous inspections. The manager leads a dedicated and committed team of staff. Practice is consistently good. Systems are in place to continually review the provision and reflect on practice. Detailed quality assurance checks help staff to enhance the physical environment and the support for children's learning. Staff's performance is checked regularly. Staff attend training to help enhance and strengthen their good practice. Safeguarding arrangements are effective. The manager and staff understand what to do and who to contact if they have a concern about a child. There are robust recruitment procedures. Regular updates are provided to help staff understand revised guidance.

### Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge of child development effectively to help promote children's learning. They understand that children learn through play. They interact positively and use good teaching skills to promote children's learning. They complete regular and precise assessments of children's progress. They use these to plan challenging activities effectively. Children enjoy exploring their environment. They investigate the home-made spider's web and thoroughly enjoy building houses out of large soft blocks. They use their imagination and creativity well using sequins to make their creations. Children are active, inquisitive learners. They use their knowledge of mathematical concepts as they count, weigh and measure the 'food' they are cooking in the mud kitchen. Children are beginning to write for a purpose as they learn to write their name and shopping lists.

### Personal development, behaviour and welfare are good

Children develop confidence and concentrate well on activities. They are happy and display a strong sense of belonging. On arrival, young children settle quickly and become positively involved in their play. Older children learn to share effectively. Children share close relationships with all staff and happily play with each other. They are eager and motivated to learn and join in with all activities. Children learn about the importance of healthy lifestyles. They talk about eating healthy foods and follow good hygiene procedures. Children enjoy playing outside daily. They enjoy climbing and running in the fresh air. Staff are aware of children's patterns of attendance and approach parents to support them with this. Staff help promote children's safety and encourage them to learn about using the equipment carefully.

### Outcomes for children are good

All children, including those who receive funding, are acquiring key skills for future learning. They have good independent skills and a positive attitude to learning. Children are developing good literacy and mathematical skills. Their physical development is good.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 206707  |
| <b>Local authority</b>             | Derbyshire  |
| <b>Inspection number</b>           | 1028654   |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 28  |
| <b>Number of children on roll</b>  | 27  |
| <b>Name of provider</b>            | Ambergate and District Playgroup Committee  |
| <b>Date of previous inspection</b> | 28 June 2013  |
| <b>Telephone number</b>            | 07474 762190  |

Ambergate & District Playgroup was registered in 1992. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 4. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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