

# Inspection of Ambergate & District Playgroup

Methodist School Rooms, Devonshire Street, Ambergate, Belper, Derbyshire DE56  
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Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

On entering this playgroup there is a buzz of excitement. All children are motivated and fully engaged in their play. Children move confidently around the room and outside selecting their own play. They show that they are happy and content in this safe, secure and stimulating environment. Children are extremely well behaved and have an eagerness to learn.

The outdoor area provides children with an extensive range of learning opportunities. For example, children use real tools, such as hammers and nails, at the work bench to build. Assorted pieces of wood are used inventively by the children, who become absorbed in what they are making. Children make police cars and bridges. They design what they are going to make and have great fun when they paint their creations.

Staff have high expectations for children and provide activities that build on what they can already do. This is evident as children play with the sticks, cotton reels and blocks of wood the staff have provided. Children use their hand-to-eye coordination and small muscles well. They carefully place wood on top of sticks and staff help the children to count and compare the sizes of cotton reels. They make homes for the farm animals and thoroughly enjoy banging two pieces of wood together.

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

- The manager is a strong leader. She supports her staff well through meetings and training, and is ambitious and well focused. Since the last inspection, she has made changes to the playgroup which are of benefit to the children. For instance, she has introduced the forest school and now children enjoy woodland sessions. They climb trees, make dens and enjoy toasting marshmallows on campfires.
- Staff have a very proactive approach to working in partnership with parents. They arrange regular meetings to support parents in contributing to their children's early education and well-being. Staff provide regular feedback about children's progress and are extremely supportive towards families.
- The manager has a well-planned curriculum which is based on exploration and investigation. Staff follow children's interests and expand their learning through play. They use real objects, such as crockery, to give children a sense of the real world. Staff find out about children's current interests at home and build on these to extend their learning. For example, children learn to sew and use clay. They go on trips to the museum and find out about the community in which they live.
- Staff know the children well and assess their learning so they can close any gaps

in their development. They support children's language development successfully, overall. They do this naturally through mirroring and extending children's language and holding purposeful conversations. As a result, older children become confident communicators. However, occasionally, the questioning techniques used by some staff do not challenge children's thinking skills.

- Babies are happy and snuggle with staff. Staff give them opportunities to explore their surroundings. For example, babies put objects, such as cars, into metal teapots. They giggle and laugh at the sounds the cars make as they shake the teapot and make louder noises. They thoroughly enjoy this activity and move around the room collecting objects to put in the teapot. However, sometimes staff do not use the correct words to describe the objects the babies are playing with, missing opportunities to support their speaking skills.
- Children explore the natural world and enjoy learning about nature. They grow and use fruit and vegetables, such as pumpkins, and herbs. Additionally, they have a wild garden they have grown, so they can watch the bugs, bees and butterflies. This helps the children to care for living things.
- Staff encourage the children to be caring and kind. Children share toys, patiently wait their turn and use their manners without being prompted. Staff teach children about cultures and traditions through stories, activities and celebrating festivals, for example Chinese New Year.
- Children benefit from the healthy snacks that are provided. They use their personal skills well and follow good hygiene procedures as they wash their hands before snack. Children help themselves to their plate and cup and pour their own drinks. They cut up their own fruit using knives carefully and spread their own toast with butter. All these activities help children to become independent and build their self-confidence.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know their responsibilities to keep children safe from harm. They know who to contact and what to do if they have a concern about a child's welfare. The manager knows the procedures to follow if there is an allegation made against herself or a member of staff. All staff and committee members have attended training to update their knowledge of the wider issues linked to safeguarding children. Recruitment procedures are rigorous and ensure the staff are suitable to work with children. Staff carry out checks to ensure the children have safe places to play.

## **What does the setting need to do to improve?**

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

- strengthen the use of questioning techniques to challenge and extend older children's thinking skills to the highest level possible
- enhance the already strong support of babies' communication and language and use the correct words when describing objects, to help babies with their speaking.

## Setting details

<b>Unique reference number</b>	206707
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10072528
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Ambergate and District Playgroup Committee
<b>Registered person unique reference number</b>	RP522885
<b>Telephone number</b>	07474 762190
<b>Date of previous inspection</b>	29 January 2016

## Information about this early years setting

Ambergate & District Playgroup registered in 1992. The playgroup employs seven childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 4, and one is a qualified teacher. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.15am until 3pm. The playgroup is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Hughes

## Inspection activities

- The inspector walked around the pre-school with the manager and talked about how she planned the curriculum.
- The inspector spoke to the children and staff at appropriate times throughout the inspection and held discussions with the manager.
- Parents and carers took the time to share their views with the inspector. The inspector also reviewed their written comments and took their views into account.
- A joint observation of teaching was carried out by the inspector and the manager.
- A sample of documentation was reviewed. This included evidence of staff suitability, training and paediatric first-aid certificates. The inspector also discussed the manager's action plan for future improvements.

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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