

Inspection of Amberley Playgroup

The Parish Rooms, Amberley, Stroud, Gloucestershire GL5 5JG

Inspection date: 16 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The planned curriculum is exciting, enjoyable, enthusiastic and captures children's interests. Children remember that they turned the slide into a 'pirate ship'. They eagerly tell others that they need the pirate hats, treasure chest, flag and telescopes. They use their imaginations brilliantly to create storylines. Older and younger children work together. They vote on where the flag should go, accepting the majority decision. They help to hold the flag in place while staff attach it to the slide.

Children show tremendous respect for others. They cooperate amazingly outdoors. Children work together to push a tyre up a steep hill. They offer encouragement, copying what they have heard staff say. They reward themselves, praising their efforts. Children remind others that 'sharing is caring' when others want a favourite hat. They tell friends they can have the hat when they have finished and remember to pass it over.

Staff enable learning superbly. They are good role models. They show behaviours they would like to see, so children understand expectations. Staff listen attentively, respond promptly to children's requests and model language. They talk with children as they play and learn. Staff show that they are as enthusiastic about what is happening as the children are. Children develop a sense of wonder, continue trying and make excellent progress.

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

- The manager and staff reflect and evaluate very well on practice. They have adapted the curriculum to take into account the effects of the COVID-19 pandemic on children's communication, physical and social skills. Their plans follow children's interests and ensure that children are eager to engage and learn. They make sure that learning builds on what children know and can do.
- Staff include mathematics across activities successfully. For example, at snack time, they ask children to estimate which key group has the most and least children using a board with children's names on. Children check whether they are correct by counting the name cards. Children show good recall of previous learning. They recognise numerals and tell their friends how long they have left to play. Children understand one-to-one correlation of number name to quantity as they count in correct sequences to say how many children there are. Staff use fingers to represent numbers to help younger children count to 10. Staff ask targeted questions which encourage children to compare sizes of models and enable them to say who has 'more' or 'less' of an item and by how many.
- Children behave fantastically. They listen and respond attentively to requests from staff. For example, when staff shake the tambourine, children know to stop

and listen. When staff ask for help putting the toys away, all the children join in. Children remind each other that the toys need to go back in the right places so they can find them again. Staff encourage children very well and reward their efforts. For example, children persevere to put their coat on. Staff praise them for their efforts. Children are developing resilience and take pride in their achievements.

- Partnership with parents is very strong. Throughout the COVID-19 pandemic, staff put videos online to help parents teach children at home. Parents comment that staff go 'above and beyond' to help children. They comment on how well staff know their children. They say staff provide brilliant support to help children settle into the playgroup after time away. Staff work very closely with parents and other professionals to help children develop their speech and language. They provide plenty of information about what and how children are learning. Parents say that staff prepare children well for the move on to school.
- Children develop very secure communication and literacy skills. Staff cover a table with paper and provide pens and pencils. Children talk to each other and staff as they draw and colour. They draw a butterfly and recall the life cycle of a butterfly. They remember feeding the caterpillars, which then became cocoons before turning into butterflies.
- Children use their imaginations and make connections. Outdoors, children collect twigs and pretend to make a campfire. They rub two twigs together, saying they need a spark to start the fire. They ask for some paper explaining that this will light quicker and 'start the fire better'. Children enjoy rich experiences and love sharing their excitement at learning new skills with others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff make safeguarding children a priority. They have updated their training on child protection and are fully aware of possible signs that may mean a child is at risk of harm. The manager has completed safer recruitment training and reviews systems annually. She has updated suitability checks in line with current legislation to ensure that staff are safe to work with children. Staff support children to identify and manage appropriate risks. They talk to them about jumping from the ladder of the slide. Children know to make sure that nobody is near them and they can make a safe landing.

Setting details

Unique reference number	101714
Local authority	Gloucestershire
Inspection number	10113880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Amberley Playgroup Committee
Registered person unique reference number	RP904608
Telephone number	01453872571
Date of previous inspection	6 November 2015

Information about this early years setting

Amberley Playgroup registered in 1982. It operates from the parish rooms within the village church of Amberley, Stroud. The playgroup employs four members of staff, all of whom hold relevant early years qualifications at level 3. The playgroup is open on Monday, Wednesday and Thursday from 9am to 3pm, and on Friday from 9am to 12.15pm. The playgroup staff run a toddler group on Tuesday from 9.30am to 11.30am. The playgroup provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the playgroup.
- The manager and the inspector had a learning walk together to discuss the manager's and staff's intentions for children's learning.
- Children told the inspector about their friends and what they like to do when they are at the playgroup.
- The inspector spoke with the chair of the committee and the manager about the leadership and management of the playgroup.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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