

Hartfield Playschool

The Old Station, Edenbridge Road, Hartfield, East Sussex, TN7 4JG



Inspection date	12 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parents are delighted with the frequent opportunities they have to contribute to their children's online achievement records. They appreciate the detailed information they receive about their children's development and progress and the regular meetings they have to discuss their children's learning.
- The environment is highly stimulating. Children eagerly and freely explore the wide range of outdoor activities provided.
- Children behave impeccably. They have extremely strong relationships with their key person and this supports their sense of emotional well-being effectively. Children are independently able to take turns and share.
- Staff establish children's starting points and make regular observations of their learning. They increasingly use children's interests to plan engaging activities. Children make good progress.
- There are extremely strong relationships with other settings, including schools. Information about children's achievements is shared to ensure continuity in learning.

It is not yet outstanding because:

- Occasionally, staff do not question children effectively to expand and challenge their thinking.
- Children have limited opportunities to see print in the environment to help develop their early reading skills.

What the setting needs to do to improve further

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

- improve teaching skills and use more open-ended questions to help extend and challenge children's thinking
- provide more opportunities for children to see, and begin to recognise, the printed word in the environment to help support their early reading skills.

Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector checked the suitability of staff.
- The inspector discussed safeguarding procedures with the management team and other members of staff.
- The inspector held a meeting with the management team.
- The inspector carried out joint observations with the manager and discussed the learning that took place.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All members of staff have a thorough knowledge of the procedures to follow to keep children safe from harm. Staff know whom to contact should they have a worry about a child's safety or well-being. Leaders support staff effectively. They hold regular meetings to discuss their practice, the progress of their key children and to identify training needs. Staff are actively encouraged to build on their skills to improve outcomes for children. Self-evaluation is accurate. The views of parents, staff and children are sought and improvements are made, such as the introduction of forest school activities and the purchase of a new mud kitchen. Children's progress is checked regularly and swift action is taken to close any gaps in learning.

Quality of teaching, learning and assessment is good

Children have a range of opportunities to learn about other cultures and the differences between the people of the world. They cook noodles and make dragons to celebrate Chinese New Year and create colourful pictures to celebrate the Holi festival. Children have good opportunities to develop their physical skills inside and outside. They delight in building dens and creating leaf prints with hammers as part of their forest school activities. Children dig for worms in the soil, comparing sizes and likening the largest to a 'daddy worm'. Children learn to communicate effectively. Staff speak to children clearly to encourage good pronunciation and help to improve their vocabulary, using words such as 'crunch' to describe the noise of breaking celery.

Personal development, behaviour and welfare are outstanding

Children are extremely eager to explore. The fascinating activities offered, especially outside, motivate children to learn. Children are curious, imaginative and very confidently lead their own learning. For example, a child found a container, went to pick the strawberries and then explained to the adult that she would wash them before they could be eaten at snack time. The outdoor environment is extensively resourced and provides children with wide-ranging opportunities to learn in the open air. Inside, everything is extremely clean and hygienic. Children have an excellent awareness of others, making decisions about what 'food' to make from sand for an adult's lunch.

Outcomes for children are good

Children learn the skills they need for going to school. Their early writing skills are developed effectively. Children write in the sand and carefully apply paint to create their own pictures. Children have a good understanding of different shapes, recognising octagons as well as the more usual circles or triangles. Children listen and join in with familiar stories and songs, recognising some rhyming words. Children are extremely independent and manage their own personal care very well.

Setting details

Unique reference number	EY487211
Local authority	East Sussex
Inspection number	1009383
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	49
Name of registered person	Hartfield Playschool
Registered person unique reference number	RP534434
Date of previous inspection	Not applicable
Telephone number	01892 770830

Hartfield Playschool re-registered in 2015 with a changed legal status. It is open from Monday to Friday term time only and offers different sessions. Sessions are from 9am to 11.30am, 12.30pm to 3pm or all day from 9am to 3pm. The setting receives funding for children aged two years. There are six members of staff working with the children.

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