

# Inspection of Battle Pre-School Playgroup

Asten Fields, Battle, East Sussex TN33 0HP

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Inspection date: 15 November 2019

<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at the setting. They are happy, independent, safe and secure. Children are well behaved, polite and kind. They recall the rules each morning and fully understand the boundaries. All children know what is expected of them. For example, they say 'please' and 'thank you' with very little reminding. Children gain good physical skills. They explore different ways that they can move their bodies. For instance, they negotiate obstacles, such as balancing and climbing on balancing beams, large tyres and crates. Children develop a good understanding of other people's similarities and differences, and the setting is diverse and inclusive. Children enjoy learning about traditions of other countries and cultures. For instance, they use materials to make Indian saris and learn about events such as Diwali. Staff build on children's ideas and interests. For example, children who have a keen interest in dinosaurs go on to research the names of the different types and make a 'dinosaur den' using cargo nets and tree stumps. Children learn how to take risks and challenge themselves with good levels of maturity. For instance, they use real tools in woodwork activities and explore the streams during routine trips to the woods.

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

- Staff get to know children and their individual personalities well. Children have a good sense of belonging and positive levels of well-being and self-esteem. They show pride in their achievements and are confident to share their ideas as they play. However, at times, staff do not recognise opportunities that arise to extend children's thinking and speaking skills. For example, they do not always give children time to respond to questions.
- All staff establish positive relationships with parents and keep them informed and involved in their children's learning. Staff routinely share tips and ideas for activities for parents to enjoy with their children. For example, they share physical play resources to encourage children to be active at home.
- Children have good opportunities to be creative. For instance, they explore different ways to make patterns with paint using spray bottles. Children enjoy making three-dimensional models using clay.
- There are good opportunities for children to be imaginative. They enjoy a wide range of role play and bring their fantasies alive. For instance, they engage in a journey to the 'pet shop'.
- Children develop good social skills and build meaningful friendships. They play happily together and take turns and share resources maturely.
- The manager and staff are keen to keep up to date with new early years information and build on their skills and knowledge even further. They attend training that benefits their practice. For example, they have learned about the different ways that they can help children gain an interest in developing their

mathematical and literacy skills.

- All staff establish positive partnerships with other early years professionals. They liaise with them regularly. This helps to provide children with a positive and consistent approach to their shared care and learning experiences. For instance, staff share helpful strategies and ideas with outside agencies such as speech and language therapists.
- The manager closely monitors the quality of care and education that staff provide. She routinely observes them interact with children and provides them with helpful feedback to support their future performance. The manager and staff evaluate their practice together effectively. For instance, they discuss how well the events and activities motivated children to learn daily. Staff use their findings to support their future activity plans. They take the views and ideas of parents and children into careful consideration, which helps them to feel valued and listened to.
- Staff have a good knowledge of the curriculum. They provide children with motivating activities. However, staff do not consistently encourage children to follow good hygiene routines, to understand fully the importance of being healthy. Staff ensure that they provide all children with the skills they need to succeed, including those with special educational needs and/or disabilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have good knowledge and understanding of the safeguarding and child protection procedures. They know how to help keep children safe and protect their welfare. This includes knowing who to contact to seek additional advice and follow up any concerns. Staff teach children how to remain safe. For example, they discuss the rules about how to cross the road safely. Staff complete and monitor thorough risk assessments which cover all aspects of practice. They encourage children to have an active role in risk assessing, such as discussing the rules and boundaries regarding how to use the firepit safely.

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

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

- provide more consistent encouragement for children to follow good health and hygiene routines and develop their physical health and well-being even further
- extend children's opportunities to expand on their vocabulary and communicate their ideas more consistently.

## Setting details

<b>Unique reference number</b>	109386
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10128542
<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>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Battle Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524485
<b>Telephone number</b>	01424 774057
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

Battle Pre-School Playgroup registered in 1993. It is located in Battle, East Sussex. The setting is open Monday to Friday from 9am until 3pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs five members of staff, all of whom hold relevant early years qualifications at level 3 or above. This includes two members of staff who hold a level 5 qualification and one member of staff who has a degree at level 6.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector observed and reviewed the interaction between staff and children, and assessed the impact that the learning opportunities have on children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

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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