

Inspection of Staplecross Pre-School Playgroup

Staplecross Club, St Mark's Church Hall, Northiam Road, Staplecross,
Robertsbridge, Sussex TN32 5QG

Inspection date: 17 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have great fun at this welcoming, friendly pre-school. They settle quickly and show they feel happy and safe. They confidently follow the routines for putting their belongings away when they arrive and happily greet staff and their friends. Although parents no longer come inside the pre-school due to the COVID-19 pandemic, staff make sure they keep them informed. They spend time each day sharing updates and news at the gate.

Children take part in stimulating activities that interest and inspire them. They practise their mathematical skills as they count out the plants or pay for flowers in the role play garden centre. They learn about the world when planting seeds and talking about how they grow. Children confidently develop their games. They bring more pots outside and use the water spray bottles from the garden centre to make patterns on the fence.

Staff have high expectations for what children can achieve. They take appropriate steps to include all children and make good use of available funding to help close any gaps. Children behave well. They are excited to play with their friends. They work together cooperatively, for instance when digging for worms in the mud or creating a house with the giant blocks.

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

- Children have very good relationships with staff, who are warm and caring in their approach. Children get along well together and learn to share and take turns. Staff help them resolve any disputes promptly and praise them when they try hard. Children quickly grow in independence, pouring their own milk at snack time and learning to manage their own coats and shoes. This helps them gain useful skills for their future learning and for starting school.
- Staff know children well. They monitor their progress and quickly identify any areas where they may need more support. Staff plan a wide variety of exciting activities that broaden children's experiences and take their interests into account. However, staff do not always focus precisely on what they want individual children to learn from activities, to help them make the best possible progress.
- Staff encourage a love of books. They read children stories, changing their voice to interest and engage them. Children use books in their play to find out about plants. They practise writing for different purposes, such as making lists and writing out receipts. They confidently find their name mat at lunchtime.
- There are lots of conversations throughout the day. Children learn new words when they talk to staff about what they are doing or share their news. At times, however, staff do not focus fully on helping children develop their

communication skills. They do not always plan large-group sessions effectively to help younger or quieter children listen and participate. This causes some children to lose interest and become distracted. On occasion, staff do not give children enough time to think and respond to questions during activities and daily routines.

- Parents say that they are very happy with the pre-school and particularly value the caring, supportive staff team. Staff keep parents well informed through daily discussions. Parents find staff friendly and approachable if they have any concerns. Staff support parents to continue their children's learning at home, including lending them books from their library. They work together closely to develop a consistent approach to children's learning.
- The manager is highly motivated to develop the provision continually. She shows concern for staff's welfare and offers support and professional development opportunities. Staff have regular supervision meetings, and the manager observes them while they work to monitor their practice. The manager continually reflects on the provision and makes changes that have a positive impact on children's experiences. For instance, she is currently supporting staff to include more everyday mathematics in children's play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibility to safeguard children. They know how to recognise possible signs of abuse or neglect, including wider issues such as radicalisation and county lines. Staff understand the procedures to follow if they have concerns about a child or about the behaviour of a colleague. The manager understands the importance of following robust recruitment processes to ensure that all staff are suitable. Staff supervise children closely, making sure that enough staff are outside in the garden so all children can be seen. They check the environment carefully every day to identify and remove any potential hazards. This helps to ensure that children can play safely.

What does the setting need to do to improve?

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

- support staff to focus more precisely on what they want individual children to learn from activities, to help children make the best possible progress
- review staff's practice to help them use every learning opportunity to promote children's communication and language development to the highest level.

Setting details

Unique reference number	2550090
Local authority	East Sussex
Inspection number	10221559
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Hooper, Lauren
Registered person unique reference number	2550089
Telephone number	07577644179
Date of previous inspection	Not applicable

Information about this early years setting

Staplecross Pre-School Playgroup registered in 2019. It operates from St Mark's Church Hall in Staplecross, Robertsbridge, East Sussex. It is open from 8.30am to 3.30pm each weekday, during term time. There are four staff who work with the children, three of whom hold relevant childcare qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector talked to the manager, staff and children at appropriate times during the inspection.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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