

# Inspection of Reigate High Street Play Group

Methodist Church Hall, High Street, Reigate, Surrey RH2 9AE

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Inspection date: 17 May 2022

<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**

Children are very confident and independent. They are happy, content and very aware of their environment. Children know the staff well and receive kind and loving care from them. Children feel proud of their play and achievements, and cannot wait to share these with their friends, staff and parents.

Children enjoy large-group discussions and play. They listen carefully and intently to stories together. Children take turns in their discussion and sharing staff time. They show care and compassion towards each other in their play, making sure everyone is involved. For example, children playing hide and seek, explain the rules to others and make sure everyone has a turn to find their friends.

Children thoroughly enjoy exploring roles within the community. They use props well to act out filling up their cars and bikes with petrol using a petrol pump. They explain how much is going in, using numbers appropriately, as well as asking for an amount of money to pay for the petrol. Children show vivid imaginations through fantasy play and small-world play. They confidently name all the dinosaurs correctly and explain what they eat.

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

- Children show great care and kindness towards their friends. They are excited to play with them when they arrive. Children develop close bonds with staff and feel safe to share their experiences as well as their upsets with staff. They understand right from wrong. Children are quick to tell staff about inappropriate behaviour, but are also quick to respond to explanations about acceptable behaviour.
- Staff use positive conversations to engage children in talking and listening skills. The most-able children use complex language to explain their play and to talk about their experiences. Older children listen to new words that staff introduce and use them confidently in their play. However, staff do not always use resources and aids effectively to fully support children with special educational needs and/or disabilities (SEND), speech and language delay or limited confidence to speak, to help them express their needs and wants.
- Children use mathematical concepts throughout their play. They describe position, size, shape and colour, and sort items into categories. Children extend their understanding of numbers and amounts throughout both indoor and outdoor play. They demonstrate that they understand that numbers are all around them and used in everyday routines. For example, as children pretend to fill up the cars with fuel, they discuss how much they are putting in and how much it costs.
- Children develop a good understanding of healthy lifestyles. They have access to

outside play for fresh air. Children discuss healthy food, describing what is healthy and what is not, and understanding that they can eat these in moderation. They understand how to listen to their bodies and find their drinks on hot days and after physical exercise.

- Staff have a positive attitude towards training and development. They use observational skills well to identify where their practice needs improving. Staff source information and training where possible and endeavour to implement changes successfully.
- Staff follow children's lead in play, using children's interests to direct conversation, extend the most-able children and simplify talk for the less-confident and younger children. They have a clear understanding of how their engagement and interactions supports children's learning in all areas of development. However, some daily routines, such as snack time, lack positive interaction from staff and effective purposeful learning for children. Children react by starting to shout and show less positive social skills towards each other.
- Parents make positive comments about the staff and the care their children receive. They feel that their children are nurtured and are well prepared for school. Parents comment that staff are kind and loving towards their children, helping them to become kind friends. They receive plentiful information about what their children are learning and the next steps for their development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and responsibility towards protecting children from harm. They attend up-to-date training and receive the latest information so they know the procedures to follow if they have a concern about a child in their care. Children play in a safe and secure environment. Staff check the play space both inside and outside to provide safe space for children's play. Staff talk through safety with children to help them learn about their physical abilities and the impact of their actions on others. Managers have clear procedures in place to assess staff's ongoing suitability to work with children.

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

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

- provide consistent positive engagement, interactions and purposeful learning opportunities for children, especially during routine parts of the day, such as snack time
- develop skills in implementing strategies to help children to communicate their needs, especially those with SEND, those with identified speech and language delay and those who are less confident to communicate.

## Setting details

<b>Unique reference number</b>	122638
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228207
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Reigate High Street Play Group Committee
<b>Registered person unique reference number</b>	RP518180
<b>Telephone number</b>	01737 221718
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

Reigate High Street Play Group registered in 1989 and is located in Reigate, Surrey. It is open during term time from 9.15am to 1pm Monday to Thursday. The setting receives funding to provide free early education to children aged two, three and four years. Five staff are employed; of these, four hold a qualification at level 3.

## Information about this inspection

**Inspector**  
Claire Parnell

## 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 children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of snack time with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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