

# Inspection of Mayflower Playgroup

Christ Church, New England Road, Haywards Heath, Sussex RH16 3LE

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Inspection date: 29 June 2022

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

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

### **The provision is good**

Children display secure and strong bonds with the staff team and their key person. They excitedly arrive for their fun-filled day ahead. Children are building on their own independence and self-care. For example, they persevere as they try to put on their waterproof clothing and wellingtons to play in the garden. Children have opportunities to learn about making healthy choices in the foods they eat. They explore and taste a wide range of nutritious fruits at snack time and staff expand further on their understanding by asking questions. Children are engaged learners who are building skills they require for the next stage of their learning. For instance, children are able to identify their own photographs and names on their pegs or their individual trays to take their art creations home.

Children delight in being able to play outdoors in all weathers to support their learning. They investigate and learn new information such as collecting and measuring rainwater and estimating how fast items fall down a drain pipe. Children show a growing awareness of the wider world around them and the differences and similarities in themselves and others. They become engrossed as they study snails they have collected in a bucket. Children giggle as the snails try to escape and are able to confidently recall that they have shells for protection.

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

- Staff feel very supported and valued. There is a high level of staff retention within the team and they share the same passion and ethos for the setting. Staff have regular supervision meetings to support their own practice. The manager precisely plans for professional development opportunities to help staff to continuously raise their knowledge and understanding. For example, a recent training course has helped to contribute additional ways to support the emotional and mental well-being of children and staff.
- Children explore with early mathematics in their learning as they build tall structures using different shapes. They are able to find their own solutions to problems they may encounter. For instance, placing bigger shapes on the bottom to make it steadier. Younger children count candles on the birthday cake and are starting to identify and experiment with colours as they paint.
- The manager is reflective in how to identify areas for improvement. She seeks the views of her staff team, the children and the parents to help inform areas for change. Partnerships with parents remain a high priority to ensure that they feel very supported and a large part of the next steps planned for children's learning.
- Overall, children behave well. Staff help them to learn to identify and deal with their own emotions and recognise those of their peers. However, occasionally, unwanted behaviour is not dealt with swiftly due to the organisation of staff. This can lead to an increase in noise levels indoors and children not being able

to fully concentrate on tasks in their play and learning.

- Parents speak very highly of the staff team and of the care their children receive. They enjoy accessing their child's online profiles and the resources they are able to take home to support their children's changing interests. Parents recognise the amount of time and effort the setting places on preparing children for their move on to school.
- Children make good progress. The staff carefully watch their development and plan challenging next steps for children's learning. Children who are funded or those with special education needs and/or disabilities are provided with targeted support to help them to succeed to the best of their ability. Staff work closely with other professionals to provide children with a joined-up approach towards their progress.
- Staff place an importance on supporting and encouraging children's communication and language. Children are curious and excited learners who happily take part in the planned activities staff provide for them. For example, children use various ingredients to make exploding volcanos. They are able to tell the staff that the volcano is 'erupting'. Children who speak English as an additional language are given time to develop and use new words they learn. Staff are very sensitive towards children by giving them time to respond, to encourage them further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and the staff team have a secure understanding of how to protect the children in their care. They are confident in how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to support the welfare of children. Staff use thorough risk assessments to keep children safe when at the setting. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable. Recent training has helped staff to have the most-up-to-date knowledge of other safeguarding issues, such as county lines and the 'Prevent' duty.

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

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

- review staff organisation to further support children's behaviour and reduce noise levels in the indoor learning environment.

## Setting details

<b>Unique reference number</b>	2524561
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10208211
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Mayflower Playgroup, Haywards Heath CIO
<b>Registered person unique reference number</b>	2524560
<b>Telephone number</b>	07713117878
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mayflower Playgroup registered in 2019 and is located in Haywards Heath, West Sussex. The setting operates during term time only from 9.15am to 2.45pm on Monday, Wednesday and Thursday, 9.15am to 1.15pm on Tuesday and 9.15am to 12.15pm on Friday. The setting employs eight members of staff. Of these, two hold qualified teaching status and five hold appropriate level 3 qualifications. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## 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 manager and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the manager completed a joint observation together and discussed plans for evaluating and areas identified for improvement within the playgroup.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications.
- The inspector observed the teaching and learning, both indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments and written feedback into consideration.

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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