

Inspection of Hartfield Playschool

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

Inspection date: 6 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and welcoming environment. They engage and immerse themselves in the exciting activities set for them, which are based on their interests. Staff provide a well-thought-out curriculum to support and embed children's learning. For example, in the mud kitchen, children explore the variety of herbs and resources. They discuss making different-flavoured 'cupcakes' as they add and stir ingredients in. This supports their language development as they revisit home experiences.

Children demonstrate that they feel safe and secure. They form good bonds with the staff, who are attentive and kind. They feel confident to approach staff for comfort, which supports their emotional well-being. Children have opportunities to develop their gross motor skills in the large outdoor area. They become resilient as they learn to take age-appropriate risks. Children confidently navigate climbing apparatus while staff watch and encourage them, praising them for their efforts and successes.

Children behave well. They listen to and follow simple instructions. For instance, they help staff tidy up the toys before lunch. Staff encourage children to use good manners and say 'please' and 'thank you'. Children start to share and take turns. They become increasingly independent. Children start managing their own self-care, such as washing their hands before meals and putting their coats on.

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

- The manager and staff have high expectations for the children in their care. They know their key children well. Staff observe children's learning and identify what the intent of their curriculum is. They use their good knowledge of children to plan activities that challenge and inspire them to explore. Children with special educational needs and/or disabilities (SEND) are well supported. The manager and special educational needs coordinator work closely with families and external services to implement effective strategies to provide early intervention where required. They plan targeted support and provide individual learning activities to support children's next steps in learning. As a result, all children make good progress in their learning and development.
- In general, staff support children's language and communication well. They model language and introduce new vocabulary during play and activities. For example, while engaged in a messy play activity, children are introduced to the word 'sticky'. However, at times, children do not have enough time to process and respond to one question before being asked another one. This may have an impact on children's communication development.
- Staff engage well with children. They challenge children's abilities and check

their understanding of what they are being taught. However, at times, staff do not consistently engage with quieter or shy children during some activities. When this happens, the shy, quieter children do not fully benefit from the learning opportunities available. Consequently, not all aspects of their learning and development are consistently challenged. This can have an effect on children's attitude to learning.

- Children learn about healthy lifestyles. Staff support parents to provide children with healthy snacks and meals. They discuss healthy eating throughout the day and in various activities. For instance, children talk about healthy food at snack time and about brushing teeth while discussing the minty smell of 'gloop'.
- Partnerships with parents are a strength of the setting. Parents speak highly of the playschool. They comment that the manager and staff are extremely supportive to both their own and their children's needs. Parents describe the staff and manager as 'fantastic'. They say that they are very happy with the progress their children make in their learning and development. Staff share observations and assessments with parents so that they are fully included in their children's learning.
- The manager is very passionate about her role. She implements effective strategies, such as supervision sessions and individual meetings, to evaluate workload and promote staff well-being. She offers effective one-to-one meetings that support staff to reflect on their practice and discuss additional training and any personal issues. Staff comment that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in keeping children safe from harm. They can identify the signs and indicators of abuse and neglect. The manager and her team have a good knowledge of all aspects of safeguarding, including radicalisation and online safety. They know what to do and who to contact when they have a concern about a child or an adult, including any potential allegation against a member of staff. All staff attend mandatory safeguarding training as part of their induction. Robust recruitment and vetting systems are in place to ensure that those working with children are suitable.

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 build on their questioning skills to extend children's learning and development, allowing them enough time to process and express their thoughts
- support staff to further adapt activities to ensure that all children, particularly quieter children, can fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY487211
Local authority	East Sussex
Inspection number	10264339
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	49
Number of children on roll	34
Name of registered person	Hartfield Playschool CIO
Registered person unique reference number	RP534434
Telephone number	01892 770830
Date of previous inspection	12 June 2017

Information about this early years setting

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. Of these, one holds a relevant level 5 early years qualification, two hold relevant level 3 early years qualifications, and two members of staff are unqualified.

Information about this inspection

Inspector

Oshra Murphy

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 took the inspector on a learning walk to discuss the curriculum and what they want children to learn.
- The manager and the inspector completed a joint observation.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to staff, children and parents and took account of their views.
- The inspector met with the nominated individual and manager to discuss aspects of leadership and management. She looked at relevant documentation and evidence of the suitability of staff working in the playschool.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023