

Inspection of Battle Pre-School Playgroup

Asten Fields, Battle, East Sussex TN33 0HP

Inspection date: 6 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 and their families are warmly welcomed at this inspiring setting. Children enter eagerly, excited to explore what staff have planned for them. For instance, they are enthralled by watching the caterpillars and tadpoles grow and talking with staff about them. These experiences successfully help develop children's understanding of nature and caring for the natural world.

Staff have high expectations for children and are good role models. For example, children enthusiastically join in with their favourite 'popcorn' game, where staff help them learn to count and identify numbers accurately. Other children enjoy learning to weigh ingredients to make their own play dough. These activities support children's mathematical understanding effectively.

Staff prioritise children's emotional well-being very successfully. Children develop strong bonds with staff and settle well. Children with special educational needs and/or disabilities (SEND) are supported in managing their emotions effectively. For example, staff provide them with cosy, calm spaces to retreat to when needed. This helps children to feel comfortable and secure. Staff are patient and sensitive in their interactions with children. They praise children regularly and encourage them to have a go. Children beam with smiles as they persevere to dig holes for plants outside. These activities successfully develop children's confidence and positive attitudes to learning. All children make good progress.

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

- Leaders and managers are passionate and committed to giving children the best start. They offer excellent support for families. For example, children enjoy choosing books to take home from the book-swap shelf. Parents are encouraged to select food from the pre-school pantry to support with the cost of living. Staff join in with fundraising events in the local community to enhance what they offer. For example, they use funding to provide children with additional yoga sessions, supporting their physical and movement skills.
- Staff are proactive and hard-working. They seek out further training opportunities to ensure they continue to provide high-quality care and education. For example, they have recently undertaken training to support children's understanding of sustainability and recycling. They cascade training to other local providers to support families more widely.
- Children benefit from a very inclusive environment. They spend time learning about where their friends live and are respectful of their different cultures. Children concentrate well when exploring a globe to learn about different countries. They enjoy learning rhymes in Russian, valuing staff's own languages. This positively helps develop children's understanding of the world around them

and other people.

- Children demonstrate that they feel confident and comfortable in the setting. They respond well to requests from staff. Children help get their lunch boxes when asked and put them away. However, during transition times, children are not always provided with support that best meets their individual needs. This impacts, at times, on their engagement and behaviour.
- Staff prioritise supporting children's language skills. Children learn words such as 'proboscis' when talking about how butterflies and bees feed. Staff use terms such as 'nasturtium' when talking about plants and flowers, developing children's vocabulary. These activities successfully support children's communication skills.
- Staff provide children with activities that support their understanding of keeping fit and healthy. Children learn to wash their own hands and brush their teeth effectively. Children thoroughly enjoy their forest school adventures, learning about the benefits of being outside on their mental and physical health.
- Staff encourage children to be creative thinkers. They provide children with a motivating curriculum. For example, children remain engrossed as they explore colour mixing. Staff nurture children's individual interests effectively. For example, staff provide children with dinosaur skulls and dragon eggs, fostering children's curiosity and imagination.
- Support for parents is exemplary. Parents talk highly of the support they receive and the progress their children have made. They appreciate the parent sessions that are offered on topics such as internet safety and healthy eating. Parents value the opportunities they have to come into the setting and the flexibility of the sessions. Their children settle incredibly well because of these. They praise the very caring staff and highly recommend the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's confidence in identifying how to best support children's individual needs during key transition times.

Setting details

Unique reference number	109386
Local authority	East Sussex
Inspection number	10398984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Battle Pre-School Playgroup Committee
Registered person unique reference number	RP524485
Telephone number	01424 774057
Date of previous inspection	15 November 2019

Information about this early years setting

Battle Pre-School Playgroup registered in 1993 and 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 seven members of staff, all of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who holds a level 6 qualification.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector and manager carried out a joint observation of a communication and mathematical activity.
- Parents shared their views of the setting with the inspector.

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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