

Inspection of Fairlight Playgroup

Broadway, Fairlight, Hastings, East Sussex TN35 4DA

Inspection date: 18 April 2024

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 receive a warm welcome from staff when they arrive. They are excited to see their friends and to start playing with the inviting activities. Less confident children are sensitively supported by their key person to choose what they would like to play with.

Children enjoy being with each other and playing together. They readily share resources and patiently wait for their turn. This is seen when children happily play a 'hook-a-duck' activity together in the garden. Staff give consistent messages about the high expectations of children's behaviour, which supports children to behave well.

Staff provide a range of activities to help children successfully develop their physical skills. For example, children practise their balancing and coordination as they move from one stepping stone to another. Older children refine their hand strength and pincer grip, such as when they secure strips of plastic together with small nuts and bolts. This prepares them well for later learning.

Children successfully learn about the world they live in. For example, they enjoy a range of visits, such as to the library and a local farm. This helps children to understand about the local community. Furthermore, staff talk to children about equality and diversity, which helps children to learn about and respect others.

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

- Parent partnerships are strong. Staff keep parents up to date with their child's progress and share ideas to help them extend their child's learning at home. For example, parents have received an information leaflet on how to promote good oral health for their children. Parents are extremely happy with the care their children receive. They comment on how the passionate and friendly staff create a welcoming and homely environment for children.
- Staff plan some useful opportunities for children to develop their self-help skills, such as putting on their own boots to play outside. However, this is not always consistent and sometimes staff do not fully promote children's independence. For example, at times, they do simple tasks for children rather than encouraging them to try for themselves.
- Staff have a good understanding of how children learn. They plan inclusive activities that can be accessed by children of all ages. For example, the youngest and oldest children spend a long time serving customers in the role play cafe. However, sometimes whole group activities do not meet the learning needs of younger children. For instance, these activities are sometimes too complex and younger children therefore lose interest and play with other toys.

- Staff know the children in their care well. The effective key person system successfully supports staff to form strong bonds with children. This promotes children's emotional well-being.
- Children are supported well by staff with transitions, which helps children to adapt well to change. For instance, settling in processes are flexible and tailored to meet the individual needs of children. Additionally, staff effectively promote children's confidence, which prepares them well for school.
- Staff help children to learn how to recognise their feeling and emotions. They talk to children about the expectations of behaviour, such as using 'kind hands' and 'kind words'. This helps children to understand about rules and boundaries.
- Staff are good role models and respectful to children and each other. They gently remind children to say please and thank you at appropriate times. This helps children to be polite and well-mannered. Additionally, staff listen carefully to what children say, which positively promotes children's self-esteem.
- Staff feel supported well by managers and feel a valued part of the team. They are given lots of opportunities to complete training to ensure their skills and knowledge are up to date. This has a positive impact on children's progress. For example, staff have completed training on sign language, which helps children to communicate their needs.
- Staff provide a safe and secure environment. They complete thorough risk assessments to help identify and reduce potential risks to children. Furthermore, leaders implement robust recruitment processes, which helps ensure adults are suitable to work with children.

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:

- support staff to develop a more consistent approach to promoting children's self-help and independence skills even further
- improve planning for group activities to ensure they meet the learning needs of all children, particularly the youngest.

Setting details

Unique reference number	109418
Local authority	East Sussex
Inspection number	10335090
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	15
Number of children on roll	14
Name of registered person	Fairlight Village Playgroup Committee
Registered person unique reference number	RP522823
Telephone number	01424 814726
Date of previous inspection	5 June 2018

Information about this early years setting

Fairlight Playgroup first registered in 1994. It operates in Fairlight, near Hastings in East Sussex. The playgroup is open Monday to Thursday from 9.15am to 1pm, during school term times. It receives funding for free early education for children aged two, three and four years. Four members of staff work with the children, of which three hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Michaela Borland

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 deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views
- 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 deputy manager and the inspector carried out a joint observation during snack time.

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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