

# Mayflower Playgroup

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



<b>Inspection date</b>	29 November 2018
Previous inspection date	26 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager monitors children's progress meticulously and has very high expectations of what children can achieve. She makes changes to practice to ensure children are challenged effectively to meet their full potential. For example, she has worked with staff to support children who are reaching typical outcomes for their ages in mathematics to move towards higher levels of achievement.
- All children make consistently high rates of progress. Staff implement guidance from other professionals precisely to support children's development and to ensure their welfare.
- Staff provide excellent opportunities for children to learn how to keep themselves safe and healthy. They cleverly involve children in assessing risks. For example, when children use blocks to make a stage, they listen carefully to the well-executed advice provided by staff. They test out their stage and make changes to ensure it is sturdy and safe to stand on.
- Parents understand extremely well how their children are achieving. They play a huge part in the process of assessing children's progress and in planning for how to move them on further. The manager ensures parents have a thorough understanding of how they can support children's learning at home.
- Staff work exceptionally well as a team to ensure the atmosphere in the setting is always very warm and welcoming. They have very strong relationships with children, who demonstrate that they feel safe and secure in their care. Staff support parents equally well and provide an extremely high level of support to ensure children's overall well-being.

## What the setting needs to do to improve further

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

- provide even more opportunities for children who speak English as an additional language to develop and use their home language during play.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

**Inspector**  
Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and her staff exude confidence in their understanding of how to recognise if a child's welfare is at risk. They know precisely the action they should take if they have a concern. The manager demonstrates excellence in ensuring that every aspect of practice is of a high standard and in identifying where this can be improved even further. For example, she has provided high-quality staff training and support to strengthen further the provision for children who speak English as an additional language. The manager monitors staff practice meticulously and continually builds on their already excellent skills and knowledge.

### Quality of teaching, learning and assessment is outstanding

Staff use extremely effective procedures for supporting the development of children's learning. They consistently show excellence in extending children's interests and building on children's existing knowledge and skills to extend their learning. For example, when children make a 'building site' in their role play, staff skilfully introduce literacy skills. They make danger signs and encourage children to explore the sounds that blend together to make the words. Staff challenge every child and use their very strong understanding of their individual developmental needs to move them forward. This varies from encouraging children with special educational needs and/or disabilities to find ways to move, to encouraging most-able children to solve complicated problems. For example, children work out how to get water from a tap to a sand pit without carrying it.

### Personal development, behaviour and welfare are outstanding

Staff successfully encourage children to develop skills, such as independence and perseverance, ready for when they move on to other settings, such as school. Staff promote positive behaviour exceptionally well. Children develop excellent social skills that they use to manage conflicts calmly and articulately. They follow the well-implemented systems to encourage turn taking, with ease. Staff act as admirable role models in promoting equality. They provide children with excellent opportunities to learn about the wider community. For example, children frequently meet and interact with local elderly residents. Staff encourage children and families to share their individual backgrounds and beliefs, to promote an understanding of people and families beyond their own.

### Outcomes for children are outstanding

Children display great focus and enthusiasm in their play and learning. They immerse themselves in activities and continually test out ideas. For example, when using pretend builders' tools, children find out what happens when they use screwdrivers in dough. They discover they can make different patterns. Children develop control over tools and work out how to make different-shaped marks in preparation for future writing. Children frequently bring numeracy into their play. For example, they use number lines to measure how far cars travel and show that they understand the value of the numerals by realising correctly which one travelled further.

## Setting details

<b>Unique reference number</b>	113597
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10066665
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Mayflower Playgroup, Haywards Heath Committee
<b>Registered person unique reference number</b>	RP904073
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	07713 117 878

Mayflower Playgroup registered in 1992. It operates from Christ Church, in Haywards Heath, West Sussex. The playgroup is open five days a week during term times, from 9.15am to 12.15pm on Tuesdays and Fridays and from 9.15am to 2.45pm on Mondays, Wednesdays and Thursdays. The provider receives funding to provide free early education for two- and three-year-old children. The pre-school employs eight staff members, including the manager. All staff hold appropriate early years qualifications, including two staff members with qualified teacher status.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

