

Fairfield Play Centre

Mary Terrace, LONDON, NW1 7LR

Inspection date

Previous inspection date

03/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff provide a good range of activities suited to children's interests and abilities to complement their learning and development.
- Children enjoy many good opportunities to have fun, play and explore between the indoors and outside play environment.
- There are effective systems to promote good partnership working with parents, carers and others, which has positive outcomes for all children.

It is not yet outstanding because

- at times, children are not always encouraged to express their own ideas and thoughts, as some staff overly direct children during creative activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing the children and staff.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
- Safeguarding and child protection issues were discussed with the manager and staff and the policy was reviewed.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Victoria Vasiliadis

Full Report

Information about the setting

Fairfield Play Centre registered in 2012. It is located in the London Borough of Camden. The play centre operates from a purpose-built ground floor premises and is fully accessible. The premises include a main playroom and an arts and crafts room. There is an enclosed area available for outside play.

The play centre operates an after school service, collecting children from four local schools, Richard Cobden, Hawley and Our Lady's and St Michael's. The play centre operates each weekday from 3.30pm to 6pm during term time. The holiday playscheme operates each weekday during all school holidays with the exception of Christmas, from 8am to 6pm.

The play centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll within the early years age range, older children also attend the play centre. The play centre supports children with special educational needs and/or disabilities.

The play centre employs nine staff to work directly with the children, of whom, seven hold appropriate qualifications.

What the setting needs to do to improve further

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

- strengthen children's opportunities for expressive arts and design by enabling children to explore their own ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are cared for in a warm and welcoming environment where everyone is included. There are good systems in place to identify children's starting points for learning because children and parents complete an 'all about me' form. This helps them plan to support each child's needs and interests. Staff maintain scrapbooks of children's learning and development, which they share with parents. These scrapbooks include photographs of the children, observations and children's artwork. Staff use information gained from observations to plan activities, which are suited to children's interests and needs. As a result, staff successfully complement and support children's learning and development.

Children confidently lead their own play and make good use of the resources and toys. They eagerly move between the indoor and outside area as free-flow play is encouraged. Children play football and use their physical skills to climb the different equipment when outside.

Children participate in a wide range of activities that provide them with good experiences across all areas of learning. Children enjoy expressing their artistic skills as they make sounds with the musical instruments, banging drums and playing on the piano. In addition, children concentrate for long periods when engaged in their chosen activities. For example, children take great pleasure in painting pictures for their families. Children enthusiastically decorate their plant pots and then later plant different seeds and bulbs. However, there are times when children are not encouraged to express their own ideas during creative activities, as staff over direct children. Children make good progress in their communication and language skills as staff engage them in conversations and ask open-ended questions. For example, children excitedly talk about their families and home lives. Children say that they have fun, love painting and everything about the play centre. Children have lots of fun and staff and children play jokes on each other and engage in playful banter. Consequently, children receive good levels of support to prepare them well in the next stage of their learning.

The contribution of the early years provision to the well-being of children

Each child has a key person responsible for them, which helps children to feel secure and confident within the play centre. Children display a strong sense of belonging and all appear settled and happy. Children confidently express their views to staff who are responsive to their requests. For example, children say that they want to do more gardening and staff take note of this and provide activities for children. This helps to extend children's play and active learning.

Staff use positive methods to manage children's behaviour and staff are consistent in their approach. Children behave well in relation to their ages and understanding and when necessary; staff intervene appropriately to help children resolve issues or conflicts. Children have opportunities to learn about their own and others' cultures as the play centre acknowledges a selection of festivals, such as Eid and Chinese New Year. Children's independence skills are encouraged and supported well. Children put on their own coats and hang them on their pegs when returning from outside. They are able to choose from a good selection of resources, which are stored in labelled shelving units. As a result, children receive good levels of support to enhance their personal, social and emotional needs.

Children learn about their own safety through practising regular emergency evacuation drills. The staff talk to children about using equipment safely, such as when they use the scissors. Staff have created a safe and secure environment where children can play and learn in comfort. Children learn the importance of following routines that support their understanding of self-care. For example, pictures in the bathroom demonstrate how hand

washing should take place, which helps children learn good hygiene practices. Staff work with parents to make sure that children's lunches are healthy. Staff talk to children about healthy eating and the effects of exercise. Children are encouraged to try new fruits. For example, staff present children with a guava and encourage them to guess what it is and to touch and taste it. In addition, the play centre adopts a no nuts policy to help promote the well-being of all children. Children's physical skills are developing well. They eagerly use the outside area where they can run around freely and take part in organised games. This helps to promote children's understanding of developing a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

The provider is fully aware of, and meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and staff promote the safety of children through the effective risk assessment procedures. Staff are well deployed and supervise and support children during activities to help keep them safe. In addition, they monitor visitors to the play centre and request that they sign in and out using the visitors' log. These safeguarding measures help to protect the children's welfare. Staff have a clear understanding of safeguarding issues and know the reporting procedures to follow if there are any concerns. All staff are subject to an induction process. During this time, the manager works with them to help ensure that they understand their responsibilities, routines and the policies and procedures. Staff have regular appraisals, which identify strengths and weaknesses and training needs. The manager recognises the importance of ongoing professional development to help improve staff's skills and ultimately the outcomes for children. As a result, staff are encouraged to attend regular training courses to further develop their knowledge. Robust recruitment procedures help to ensure that adults caring for children are suitable to do so. This helps to promote children's safety and well-being.

The provider is fully aware of, and meets the learning and development requirements of the Early Years Foundation Stage framework. The manager and staff provide children with a well-organised and resourced environment. This successfully supports and complements children's learning and development. The manager and staff effectively monitor the educational programme as they use self-evaluation to reflect on their practices. They have identified the need to develop further the outside area, to enable children to have greater opportunities to explore nature. Children are encouraged to comment and make suggestions about how they would like the service to improve. For example, children asked for new artwork to be put on display. Staff considered their views and new artwork, produced by the children, is now on display. This supports children's feelings of belonging and shows the staff value their efforts and take on board their suggestions.

There are good systems to promote partnership working with parents and carers. There are notice-boards in place, which detail information about the play centre, some of their policies and procedures and their registration details. In addition, parents are encouraged to make suggestions about the service through the suggestions box. Staff talk to parents

on a daily basis and share children's records regarding their learning and development. Consequently, parents are well informed. The play centre works well with the local schools in order to complement children's learning and development. In addition, the manager has met with the headteacher of one of the schools to ensure that they are working together to successfully meet the needs of children with special educational needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY451932
Local authority	Camden
Inspection number	885066
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	48
Number of children on roll	6
Name of provider	Play Adventures & Community Enrichment Ltd
Date of previous inspection	not applicable
Telephone number	02071835120

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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