

Fairfield Play Centre

Mary Terrace, London, NW1 7LR



Inspection date	13 September 2017
Previous inspection date	15 November 2016

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

Summary of key findings for parents

This provision is good

- Staff are caring and warm, and form friendly relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Children make good progress and develop the skills needed for their future learning. They develop their physical skills well. For instance, staff encourage children to use tools to shape and mould modelling material, helping to develop their hand muscles and coordination. Children learn to use equipment with good control.
- Staff assess children's achievements accurately and know their key children well. They make accurate observations of what children can do and provide suitably challenging activities to support their good development.
- The manager makes good use of support and advice from others, such as other early years professionals, to help improve practice and children's outcomes. For instance, since the last inspection, she has successfully provided more opportunities for children to develop their understanding of technology.

It is not yet outstanding because:

- The manager does not use her monitoring systems as well as possible to check the progress of different groups of children, to promptly identify and address any emerging gaps in learning.
- At times, some staff are not consistent in the way they manage children's behaviour to help children gain a deeper understanding of their expectations.

What the setting needs to do to improve further

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

- strengthen the monitoring procedures for groups of children to help staff target teaching even more precisely
- continue to enhance staff's knowledge of how to manage children's behaviour, so children gain an even greater understanding of expectations.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day, and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance registers.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their well-being. She deploys staff well to ensure ratio requirements are effectively met and children are well supervised and safe. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager reflects on her service well, recognising the strengths and areas to develop. She supports staff well and monitors the quality of their practice effectively to help maintain good teaching levels. She provides good opportunities for staff to develop their knowledge and skills, such as through regular staff meetings. Staff are appropriately qualified to support children's welfare. For instance, they attend first-aid training and know how to deal with any accidents and injuries.

Quality of teaching, learning and assessment is good

Children play confidently in a safe, well-organised environment that helps to support all areas of learning well. Children are keen to explore the resources and concentrate well. They enjoy imaginative experiences, such as during role-play activities. Children learn to think of ideas and share these with others, while developing their creative thinking. Staff teach children well. For instance, they successfully adapt their interactions to cater for children's varying abilities and needs effectively. For example, they use gestures to support children's understanding. Children benefit from staff's effective partnership with parents. Staff regularly share information with parents about children's development and involve them in their learning in the setting and at home, to help support their good progress.

Personal development, behaviour and welfare are good

Staff teach children well about how to be healthy, such as by offering nutritious foods. Children have good opportunities to be active. For example, they use various apparatus outdoors to help them develop their balance and physical skills. Children behave well. Overall, staff help children to understand the setting's boundaries. For instance, they teach children how to use equipment and help them learn how to keep themselves and others safe. Staff implement robust safety procedures, including regular risk assessments, to support children's welfare.

Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next steps in their learning and for starting school. For example, children speak clearly and confidently and listen to others well. Older children learn to join in with stories and develop their early reading skills well. Younger children learn to play with others kindly and to share resources.

Setting details

Unique reference number	EY451932
Local authority	Camden
Inspection number	1112993
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	70
Number of children on roll	93
Name of registered person	Play Adventures & Community Enrichment
Registered person unique reference number	RP531711
Date of previous inspection	15 November 2016
Telephone number	02071835120

Fairfield Play Centre registered in 2012 and the pre-school opened in 2014. It is located in Camden Town, in the London Borough of Camden. The pre-school opens from 9.15am until 3.15pm each weekday, during term time only. There is also an after-school provision that operates each weekday, from 3.30pm until 6pm during term time, and from 8am until 6pm during all school holidays, with the exception of the Christmas break. There are four staff working in the pre-school, all of whom hold suitable qualifications at level 3, including the manager. There are 10 staff who work in the after-school club, six of whom hold relevant early years qualifications at level 3 and above. The pre-school receives funding to provide free early education for children aged two, three and four years.

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