

# Inspection of Fairfield Play Centre

Mary Terrace, London NW1 7LR

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Inspection date: 30 November 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The breaches in the safeguarding and welfare requirements of the early years foundation stage have a significant impact on the learning, safety and well-being of the children. The quality of education staff provide is variable. Not all staff provide good quality teaching, to ensure all children make as much progress as they can. Although staff know their key children well, they do not know how to promote the languages children speak at home in the setting. This limits children's progress. Some staff do not know how to effectively engage children. In addition, staff do not identify and eliminate risks around the children, which puts their health and safety at risk, and does not support children's understanding of safety.

Although staff ensure children receive healthy snacks, they do not organise it in the way to eliminate any cross-contamination. For example, children eat while sitting on the floor, which means when they drop their food on the floor, they pick it up and eat it, which is not hygienic. This does not support children's understanding of hygiene and affects their personal and social development.

Nevertheless, staff build positive relationships with children and teach them to be kind and polite. As a result, children use their manners, and some children help to tidy up and learn some useful skills needed for their future move to school.

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

- The provider has failed to identify and address breaches in the requirements and weaknesses in staff performance. Staff do not have regular supervision meetings. As a result, staff do not receive the required coaching, support and professional development, to ensure they understand their roles and responsibilities and provide a good quality of teaching.
- Some staff do not always engage in dialogue with children to motivate and encourage them. They miss opportunities to engage children and help them to think for themselves. Some staff rush through their activities, so children are not able to fully understand the information received and benefit from those activities.
- Staff working with children who have identified gaps in their learning or development, work in close partnership with the local authority support team and follow their advice. For example, they have regular one-to-one sessions with those children. This helps children to progress and receive further help if required.
- Children enjoy listening to stories. Staff skilfully read stories using their facial expressions. They use their voice and toys to engage and prompt children's participation. During story times, children learn new words, answer questions and learn to take turns, while exploring pages of the book.

- Staff ensure all children have daily opportunities to access outdoor activities, which helps to support their physical development. However, staff do not remove all the risks from the environment, which puts children's safety at risk.
- Parents know their children's key person and report that they receive regular feedback about their children.
- Arrangements for after-school club collection are secure. Children walk to the setting with staff. On arrival, they wash their hands, have healthy snacks and enjoy the activities on offer.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure all staff have secure safeguarding knowledge or know how to identify that children may be at risk of radicalisation or extreme views. In addition, some staff do not know the correct procedure to follow in case of an allegation raised against their colleagues or the management team. Moreover, the recruitment system is not effective, as the provider does not follow thorough vetting procedures for all staff. Some staff do not recognise potential risk to children. For example, they allow children to use unsafe or broken equipment outside, and do not follow correct instructions when teaching children to brush their teeth. This compromises children's safety and well-being.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve the recruitment procedures to ensure it includes robust vetting processes for all staff	30/12/2022
ensure all staff have a secure knowledge and understanding of the safeguarding policies and procedures, are able to identify safeguarding concerns and know the correct procedure to follow in the event of an allegation	30/12/2022
ensure all staff have a secure understanding of contextual safeguarding matters, such as the 'Prevent' Duty	30/12/2022

improve supervision arrangements to ensure that all staff have clear knowledge and understanding of their roles and responsibilities, and provide opportunities for professional development to improve staff's teaching skills	30/12/2022
comply with requirements of health and safety legislation, in particular hygiene requirements to eliminate any cross-contamination	30/12/2022
improve risk assessment procedures to identify and remove or minimise potential risks, to ensure children's safety	30/12/2022
improve the quality of teaching to ensure all staff offer children a challenging and ambitious curriculum, to help them achieve their best potential	30/12/2022
provide opportunities for children whose home language is not English, to develop and use their home language in the play and learning environment.	30/12/2022

## Setting details

<b>Unique reference number</b>	EY451932
<b>Local authority</b>	Camden
<b>Inspection number</b>	10266469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Play Adventures & Community Enrichment
<b>Registered person unique reference number</b>	RP531711
<b>Telephone number</b>	02071835120
<b>Date of previous inspection</b>	13 September 2017

## Information about this early years setting

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 operates from 9am until 3pm, 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. The setting receives funding to provide free early education for children aged two, three and four years. The provider employs 19 members of staff, 12 of whom hold relevant childcare qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Nataliia Moroz

## 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 manager and the inspector discussed the organisation of the setting and the educational programmes at the setting.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education being provided during the day via group and individual activities inside and outdoors, and assessed the impact on children's learning.
- A sample of required documentation was viewed by the inspector, including suitability of staff and safeguarding policies.
- The inspector spoke to the parents, the managers, staff and children, and took account of their views and experiences.

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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