

Inspection of Fairfield Play Centre

Mary Terrace, London NW1 7LR

Inspection date: 19 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly at this setting. This shows they feel safe and secure. Children eagerly participate in the morning circle time routine. Staff provide a well-structured day for children. The curriculum is broad, and staff plan activities that closely align with children's interests. Children follow the routines well. They know when it is time to play, eat and gather together for story times. The adults have a good rapport with children. They sit with children to model play, encourage and acknowledge their good behaviour.

Children are happy to explore and try different activities. They concentrate well and finish their self-selected tasks. For example, children immerse themselves in hand painting activities. They spend significant time mixing various raw ingredients together to make scented play dough.

Staff have high expectations for children's language. They prioritise building children's vocabulary. Staff give ongoing and descriptive commentaries about objects and actions as they engage with children. Children learn to confidently name a range of different fruits and vegetables. They learn to describe them by their scent and colour. Staff use keywords and sing songs in Portuguese, for example. Therefore, children who speak English as an additional language have good opportunities to hear and use their home language in their play.

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

- Leaders have successfully addressed the actions set at the previous inspection. They are committed to securing continuous improvement. Despite facing challenges with recruitment, they have prioritised upskilling the existing staff and building a cohesive team. They feel this has boosted staff's confidence.
- Children have plenty of opportunities to develop their early mathematics skills. Staff encourage them to count objects and items during their interactions. They describe items as 'heavy', 'light' or 'halves' during role play in the 'shop'.
- Children build good physical skills. They enjoy travelling across wooden blocks. Children confidently rock on the see-saw together. They develop strong hand muscles as they take turns squirting paint from spray bottles.
- Children acquire several skills for school readiness. For example, they serve their own portions and scrape their plates at mealtimes. They enjoy having some responsibilities by helping staff prepare the tables at lunchtime. Older children have good opportunities to develop early writing skills as they sit and copy messages onto cards they create. However, leaders do not consistently consider all the areas of learning to prepare children for school. This is because children have too few opportunities to engage and learn with technology.
- Children with special educational needs and/or disabilities are supported very

well. The setting's special educational needs coordinator ensures staff are well trained in effective interventions. Children receive structured individual support that helps them reach their targets. Therefore, all children make the best progress possible.

- Staff consistently model positive interactions and behaviour for children. They have clear boundaries for what is acceptable behaviour. Children listen to the adults. They are well mannered and treat the toys and resources respectfully. Staff offer age-appropriate explanations as to why some behaviour is undesirable. Therefore, children build a good understanding of the difference between right and wrong.
- Parents speak well of staff and the quality of care their children receive. They feel their children develop independence and progress in their learning at the setting.
- Staff effectively promote children's conversation skills. They encourage them to recall familiar events and experiences. Children enjoy sharing their news from home with staff. They retell small parts of events in books and stories at different times. Children confidently use supportive visuals to express how they feel at the start of their day. Staff acknowledge their different emotions and show they care about them and understand them.
- Leaders ensure staff benefit from tailored supervision in addition to ongoing coaching and training. This has led to noticeable improvements in the quality of their teaching practice. Staff feel the leadership team value them as practitioners and welcome their ideas.
- Leaders understand the needs of local families. They have thoughtful initiatives in place to assist families with essential items. This includes a food bank and firm plans to run a toy library service.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what signs suggest a child might be suffering from possible abuse. They have a clear reporting procedure to follow should they have concerns about a child. Staff attend regular safeguarding training. There is a well-embedded procedure to follow in the event of any incident. Staff have appropriate collection procedures for after-school children to ensure they arrive safely at the setting. They know that unauthorised persons must be prevented from having access to children in their care. Leaders remain alert to changes in children's circumstances at home. They monitor children's attendance and seek parents' explanations for any absences.

What does the setting need to do to improve?

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

- increase opportunities for children to engage and learn with technology.

Setting details

Unique reference number	EY451932
Local authority	Camden
Inspection number	10269889
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	12
Name of registered person	Play Adventures & Community Enrichment
Registered person unique reference number	RP531711
Telephone number	02071835120
Date of previous inspection	30 November 2022

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 9.30am until 2.30pm, Tuesday to Thursday, 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. Of these, 12 hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed how staff support children during indoor and outdoor activities and assessed the impact on their learning.
- The inspector spoke to parents via phone call and in person during the inspection and took account of their views.
- The senior leader and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The senior leader and the inspector jointly observed a morning circle time activity.
- The inspector spoke to staff at appropriate times.

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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