

# Fairfield Play Centre

Mary Terrace, London, NW1 7LR



<b>Inspection date</b>	15 November 2016
Previous inspection date	3 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team provides effective leadership to a committed and supportive staff team. It manages staff performance well, which contributes effectively to targeted professional development opportunities and maintaining consistency in the staff team.
- Staff understand their roles in supporting children's learning. They use effective systems for monitoring the educational programmes and complete early assessments of children's development. This enables them to identify and target any areas of concern, including where children may require additional support from outside agencies.
- Children are happy and benefit from the positive relationships that they have established with their key person. They are capable and confident learners, who make good progress in all areas of learning and development.
- Partnerships with parents are generally good. Parents are satisfied with the care and learning provided for their children and feel fully informed about their children's ongoing progress.

### It is not yet outstanding because:

- Staff do not use the information parents provide about what their children already know and can do effectively in the planning and assessment process.
- Children do not have many opportunities to explore technology and learn about how things work, to expand their developing problem-solving and thinking skills.

## What the setting needs to do to improve further

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

- use the information that parents share about their children's learning at home to contribute towards effective planning and the assessments of their children's progress
- increase opportunities for children to explore technology and learn about how things work.

### Inspection activities

- The inspector observed the quality of teaching among the staff as they engaged in activities with children.
- The inspector engaged with children and spoke to staff and parents to gain their views.
- The inspector had discussions with the managers.
- The inspector and manager carried out a joint observation and discussed the quality of teaching.
- The inspector looked at documentation and records relating to children and staff.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete rigorous checks to determine their suitability to work with children. The management team ensures staff fully understand and follow the safeguarding policies and procedures to fulfil their role in protecting children effectively. Staff know the indicators of concern and the procedures to follow if they have a concern about a child's welfare. The manager completes peer observations, holds regular team meetings and carries out supervisions with staff to monitor their skills, knowledge and practice. This enables her to identify any training needs and areas that need improving. Self-evaluation is used effectively to ensure all requirements are met.

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

Staff plan a stimulating learning environment where children engage in a wide range of interesting experiences. For example, children practise their early writing skills in the indoor and outdoor learning environments. Children enjoy role play in the home corner areas, where they freely express their ideas and engage in imaginative play. Staff regularly observe children to highlight their ongoing achievements and learn about their interests. They use this information to plan activities that challenge and extend children's learning. Staff generally work well with parents and liaise with external agencies, particularly where children have additional needs or learning difficulties. Staff regularly share information about children's development and work with other professionals to devise clear-targeted plans for their individual learning.

### Personal development, behaviour and welfare are good

Children make free choices about their play. They move around the environment freely and confidently make their needs known to staff. Staff support children's good health well. For example, children receive healthy snacks and many opportunities for physical play such as climbing and pedalling on the bikes as they energetically ride around the playground. Children's behaviour is good. They play harmoniously together and respond well to the positive examples and age-appropriate explanations from staff. Children develop a good awareness of themselves and of others. For example, staff plan activities that reflect a range of cultural celebrations to support children's awareness of difference.

### Outcomes for children are good

All children are motivated to learn. They gain important skills to support their future learning and are well-prepared for the move to school. Children's communication and language skills develop well. For example, they talk confidently in group activities. Children learn to be independent. For example, children manage their personal needs effectively, and at snack time they peel and cut fruit and pour drinks for themselves.

## Setting details

<b>Unique reference number</b>	EY451932
<b>Local authority</b>	Camden
<b>Inspection number</b>	1062934
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 12
<b>Total number of places</b>	70
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Play Adventures & Community Enrichment
<b>Registered person unique reference number</b>	RP531711
<b>Date of previous inspection</b>	3 April 2013
<b>Telephone number</b>	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 to 2.15pm each week day during term time only. There is also an after-school provision that operates each weekday from 3.30pm to 6pm during term time and from 8am to 6pm during all school holidays, with the exception of the Christmas break. There are four staff working in the pre-school and six staff who work in the after-school club. There is an additional pool of staff available to work during school holidays.

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