

# Fairfield Playbox Preschool



Kingston Methodist Church, Fairfield South, Kingston upon Thames,  
Surrey KT1 2UJ

<b>Inspection date</b>	25 April 2019
Previous inspection date	27 January 2016

<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 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

- Managers and staff form an effective and dedicated team. They are well supported by the members of the management committee, who share their commitment to provide a high-quality service for children and parents.
- Key persons gather information from parents about children's individual needs and interests. They use this to support children's learning and well-being from the start. For example, staff provide a selection of children's favourite toys and activities, as a way to help them settle during their first few days.
- Managers and staff accurately monitor children's progress and identify any gaps in their learning. They provide appropriate support, including small-group activities to enhance children's language and social skills. Where needed, staff work in partnership with other professionals, to help all children achieve their full potential.
- Children are confident learners who are keen to explore. For instance, during an art activity children tried out different ways to shape and join pieces of coloured paper and were eager to share their ideas with staff.
- Staff sometimes miss opportunities to promote children's independence and help them to develop personal care skills.
- On occasion, staff do not fully support children's understanding of rules and boundaries, to help them learn what is expected of them and why.

## What the setting needs to do to improve further

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

- make the most of opportunities to promote children's independence and help them learn to manage their own personal needs
- ensure that staff consistently guide children's behaviour, to help them understand the reasons for shared rules and boundaries.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and she assessed the quality of teaching and its impact on children's learning.
- The inspector had meetings with the managers and the chair of the management committee. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with one of the managers.

#### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their responsibility to keep children safe from harm. They know the procedure to follow should they have any concerns about a child's welfare. The management committee and managers follow robust recruitment procedures, to ensure that staff are suitable for their roles. Managers reflect on the quality of the provision to identify where they can make further improvements and enhance children's learning. They actively seek the views of parents and staff when planning changes. Staff are well supported to continue their professional development. For example, they attend training to build on their safeguarding knowledge and learn new ways to teach children.

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

Staff use their observations and assessments of children's learning effectively to plan for the next stages in their learning. They enthusiastically invite children to join in with activities and engage them in friendly conversations and group discussions. This helps children to develop a sense of belonging and motivates them to learn. Children are keen to explore their ideas and develop their own ways of doing things. For example, children were highly engaged and interested as they tried out different ways to create bubbles. Staff support children's developing language skills very well. They introduce interesting words to help extend children's vocabulary and adapt questions to cater for children's different levels of understanding.

### Personal development, behaviour and welfare are good

Children develop strong attachments with staff and form friendships with their peers, which helps them to feel confident and secure at the pre-school. Staff support children's enjoyment of healthy lifestyles well. They plan a good range of activities which encourage children to exercise and be active. For instance, children practise riding scooters and tricycles, move their bodies in response to music, and learn to jump like rabbits at the pre-school's 'hopathon'. Staff make effective use of opportunities to celebrate diversity. They reflect children's individuality and help them learn about different people and communities through the resources and activities they provide.

### Outcomes for children are good

Children make good progress considering what they can do when they first start at the setting. This includes children who receive funding, those who speak English as an additional language and children with special educational needs and/or disabilities. Children develop a range of key skills to prepare them for the next stage in their learning and the move to other childcare settings. They put together puzzles and build with construction toys, which helps to develop their dexterity in preparation for early writing. Children demonstrate their developing understanding of mathematics. They count how many pieces of fruit they have selected at snack time and talk about sizes as they fill containers with water.

## Setting details

<b>Unique reference number</b>	131796
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10063937
<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>	Sessional day care
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Kingston Methodist Church Committee
<b>Registered person unique reference number</b>	RP904713
<b>Date of previous inspection</b>	27 January 2016
<b>Telephone number</b>	02085463213

Fairfield Playbox opened approximately 45 years ago. The pre-school is open from Tuesday to Friday between 9.30am and midday, during term time only. The provider receives funding to provide free early education for children aged two and three years. There are seven staff, including the two joint-managers. All staff hold a relevant childcare qualification. One of the managers has early years professional status and the rest of the staff are qualified at level 3.

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