

# Uxbridge Early Years Centre

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Uxbridge Early Years Centre opened in 1970. The registered provider of this setting is Hillingdon Local Authority. The setting operates from purpose-built premises in Uxbridge in the borough of Hillingdon. The setting is open Monday to Friday from 8.00am to 6.00pm for 52 weeks of the year, excluding public bank holidays and three staff training days. Children attend for a variety of sessions. The setting provides care for children who meet the children in need criteria and children from the wider community. The setting supports a number of children with learning difficulties and/or disabilities and children with English as an additional language. The setting is registered to care for a maximum of 30 children, with no more than 15 children aged under two years. There are currently 37 children on roll from six months to rising fives. The setting is registered on the Early Years Register. All of the staff employed to work with the children hold appropriate early years qualifications. There is one member of staff currently working towards a degree level qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and the systems for observing and assessing children's development are successful. Partnerships with parents, carers and others are highly effective and children's individual needs are well met. Children are safe and their welfare promoted and most staff are fully aware of relevant policies and procedures in relation to safeguarding. Self-evaluation is extremely comprehensive and reflective, which means that the setting is continually improving all aspects of their childcare service to benefit the children. Strong emphasis is placed on children's uniqueness and enabling them to thrive and flourish in this setting, and overall practitioners' interaction and support extends children's learning and development well.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all staff are made fully aware of the policies and procedures of the setting as part of the induction process, particularly the child protection procedures
- consider the presentation of activities and practitioners' involvement to further enhance younger children's learning opportunities.

## **The effectiveness of leadership and management of the early years provision**

Practitioners are secure in their knowledge and understanding of safeguarding issues and are aware of the procedures to follow should they have concerns about the children in their care. However, although agency staff have a clear understanding of safeguarding issues, they have not been made fully aware of the setting's policies and procedures as part of their induction. Robust systems are in place to ensure that those adults working directly with the children are suitable to do so, and appropriate records are maintained. The management team does not allow unsupervised access to the children by people whose suitability has not been checked. Thorough risk assessments are in place and effectively identify potential risks and how to minimise these. For example, visitors to the setting are monitored and a key-code entry system prevents unwanted visitors from entering the premises. In addition, practitioners are well deployed to support children and ensure their safety and welfare is promoted.

The management team continually looks for ways to improve the quality of the learning, development and care they offer. They have a clear vision for the setting's continuous improvement and set high standards and expectations across all areas of practice. They have implemented an extensive and effective self-evaluation system, which has been endorsed by the local authority. The self-evaluation processes are exceptionally detailed, taking into account many aspects of the setting. The views of parents, carers and stakeholders have been actively sought. Parents and carers are able to make positive contributions to how they would like the service to be improved. The management team has taken steps to address the identified areas that need improving. For example, peer observations took place to assess the quality of practitioners' engagement with the children. Subsequently, practitioners' development and motivation continues to be an area for improvement, so that outcomes for children continue to flourish and develop. The management team is committed to ensuring that practitioners are provided with good opportunities to attend various courses offered by the local authority and to seek further professional training. This enables them to develop their knowledge and skills in order to improve the children's learning experiences. The recommendations that were identified at the previous inspection have been addressed, which has enhanced parents' involvement in the setting and improved outcomes for children.

There are excellent systems in place to develop effective partnership working with parents and others. Parents and carers are actively encouraged to be involved in the setting and well-organised systems are in place to share information with those involved in the care of the child. Parents are encouraged to share information about their child through the use of the 'All about me' forms. These forms hold information about the children's health, dietary requirements, cultural and religious observations, languages spoken and social development. Play and stay sessions encourage grandparents, mothers and fathers to spend time in the setting to develop their knowledge of how children play, which can then be extended at home. The staff are aware of the children's individual needs and ensure that these are well planned for. Discussions with parents reveal that they are very happy with

the service that is offered by the setting.

The setting has established extremely effective links with other professionals involved in the care of the children. The setting works very well with the inclusion team at the local authority to ensure the needs of those children with learning difficulties and/or disabilities are well met. For example, practitioners attend training that is specific to the individual needs of the children prior to the children attending the setting. In addition, they work very closely with the local schools that the children will attend. Practitioners create 'passport' documents for the children which include photographs of the school, teachers, classroom and bathroom areas. This ensures that children's transition to school is smooth. Transition documents are also made available to the schools the children will attend.

Inclusive practise is successfully promoted and the children's individual needs are well met. Practitioners seek information from parents about key words in the children's home language which helps children to feel valued. The setting provides children with many opportunities to access resources and visual images that are reflective of the wider communities. These resources include books in dual languages, musical instruments from around the world and posters that depict a range of languages, including English. This ensures that children with English as an additional language and with special educational needs and/or disabilities are supported and included. Sign-along is used by some of the practitioners within the setting, which supports the children's language skills. The setting also acknowledges a range of festivals such as, Diwali, Eid, Chinese New Year and Christmas. In addition, colourful displays represent images from different cultures, races and families. This supports the children's understanding of diversity.

## **The quality and standards of the early years provision and outcomes for children**

There are effective systems in place to identify children's starting points and planning, observation and assessment are successful. The setting continually reviews their processes to ensure that systems are effective and that children continue to make good progress across the Every Child Matters outcomes. Children benefit from the suitably organised environment. They are able to make choices in their play as resources are within easy access as they are stored in low-level shelving units. The children are provided with resources and equipment that are of good quality, fit for purpose and which support their learning and development. They have good opportunities to play indoors and outdoors as free access to all areas is encouraged.

Children's competency in communicating, speaking and listening are developing appropriately. Children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. For example, children eagerly talk to adults about their likes and dislikes and their families. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a selection of resources that enable them to practise their early mark-making skills

such as, pencils, crayons and a selection of painting tools. Practitioners encourage the children, clarify ideas and ask open-ended questions. This supports and extends the children's thinking and helps them to make connections in their learning. Although, at times, some of the practitioners' interaction with the children lacks drive and enthusiasm to fully capture and extend their ongoing interest in activities.

Children are investigating how things work and are learning about technology within their environment. For example, many of the older children can competently use the computer and the younger children just enjoy walking around with their keyboards. In addition, children explore living things and nature as they look at insects and dig in the garden. Younger children enthusiastically explore the leaves as they throw them up in the air and run through them. Children use their problem-solving skills as they are beginning to match shapes and complete puzzles of varying levels of difficulty. Younger children are encouraged to begin counting everyday objects and they count as they build with bricks.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children are reminded to use the slide safely and to keep the umbrellas outdoors in case they hurt themselves or others. In addition, the children know what to do in the event of a fire because the practitioners routinely practise the evacuation procedures with the children. Children's behaviour is managed in a calm and sensitive manner by practitioners who set clear, reasonable and consistent limits. This helps children to play and work, feeling safe and secure. Children receive lots of positive praise when they achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends. The key person system ensures that children are very secure in the setting and enjoy trusting relationships with kind and caring practitioners.

Children's health is well supported and they are beginning to learn the importance of healthy eating. The children are provided with healthy snacks and meals which take account of any dietary requirements or allergies. Children have access to the outdoors where they develop their physical skills as they ride on the bikes, dig in the mud and the older children enjoying moving to music. For example, they enjoy shaking their bodies, hopping, jumping, wiggling and doing star jumps. This promotes a healthy lifestyle.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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