

# Uxbridge Early Years Centre

57 Park Road, Uxbridge, Middlesex UB8 1NN



<b>Inspection date</b>	28 February 2019
Previous inspection date	3 August 2015

<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

- The manager monitors the quality of teaching and learning effectively. She guides staff practice well and provides good opportunities for them to develop their professional skills further.
- Staff use the information gained from training to improve learning outcomes for children. For example, they have expanded the opportunities for babies and younger children to explore different materials and textures, to enhance their sensory and imaginative play.
- Staff provide good support for children's emotional needs. The effective key-person system helps children to quickly form strong bonds with staff. Parents comment on how well the staff get to know their children and cater for their individual needs.
- Children of all ages demonstrate high levels of independence and complete small tasks confidently and adeptly. For example, babies progress to using an open cup for drinking, toddlers learn to put on their coats for outdoor play and older children serve their own food and drinks at lunchtime.
- On occasion, staff miss opportunities to promote children's thinking skills, for example, by giving them time to respond to questions or to work through problems independently.
- Staff have not explored all ways to support children in making healthy lifestyle choices.

## 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 support children in developing their thinking skills
- develop further the ways to help children understand and enjoy the benefits of a healthy lifestyle.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and nominated individual. She also explored the views of staff and children at intervals during the inspection.
- The inspector took account of parents' views from discussions and their written feedback.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.

**Inspector**  
Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The provider has robust procedures for recruiting new staff and checking their suitability. There are good systems in place to help maintain a safe environment for children. Staff know the signs that may indicate a child is at risk from harm and how to report any concerns about children's welfare. The manager evaluates the provision well and makes effective plans to improve the quality of teaching and learning. There is a good focus on ensuring that children acquire the skills they need to make a successful start at school. Staff have developed strong links with local schools in order to share information about children. This helps to ensure that their welfare and learning needs are met when they leave the centre.

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

Staff are consistently engaged with the children, and support and guide their learning well. They observe the children regularly to identify what they need to learn next and plan a good range of stimulating and enjoyable activities. Staff are skilled at promoting children's language development. For example, they provide focused activities, which concentrate on strengthening specific skills, such as listening, understanding and speaking. Staff work closely with parents and other professionals to support children with special educational needs and/or disabilities (SEND), helping them to achieve as much as they can. Staff effectively promote children's early literacy skills. For instance, older children enjoy acting out favourite tales, as a way of learning about the structure and language of stories.

### Personal development, behaviour and welfare are good

Children demonstrate a secure sense of belonging and emotional well-being in the centre. Staff are good role models and promote respect and tolerance towards others. They help children to learn about different people and communities, for example they celebrate a range of religious and cultural events. Staff guide children's behaviour well and foster children's awareness of each other's needs and feelings. For instance, they discuss the emotions of characters in stories and encourage the children to empathise with them. Children's behaviour is good. Staff teach children good hygiene routines, such as washing their hands before eating and after using the bathroom. Older children become confident and capable at following these routines independently.

### Outcomes for children are good

Children, including those who receive additional funding, those who are learning English as an additional language and children with SEND, make good progress, given their individual starting points and abilities. Children enjoy being active and relish the opportunities to play outdoors in the centre's garden. They show good physical skills as they practise large- and small-muscle movements, such as when running, climbing, drawing and constructing. Children develop important mathematical skills, such as learning to count and recognising numbers, and exploring how shapes fit together.

## Setting details

<b>Unique reference number</b>	139195
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10063689
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	London Borough of Hillingdon
<b>Registered person unique reference number</b>	RP526933
<b>Date of previous inspection</b>	3 August 2015
<b>Telephone number</b>	01895 232539

Uxbridge Early Years Centre registered in 1970 and is located in Uxbridge, Middlesex. It is open Monday to Friday from 8am to 6pm for most of the year. The provider employs 10 members of staff, all of whom hold relevant childcare qualifications at level 6 or level 3. The centre receives funding to provide free early education for children age two, three and four years.

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