

Inspection of Uxbridge Early Years Centre

57 Park Road, Uxbridge, Middlesex UB8 1NN

Inspection date: 8 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and greet their friends with excitement. They quickly engage with interesting activities that have been set up by staff to nurture their interests. Children confidently explore the pre-school, demonstrating that they feel safe and secure. Staff comfort and soothe younger children, when needed, to support their emotional well-being. Children learn to be independent in preparation for school. For example, older children attend to their own toileting and put on their own coats. Children's behaviour is good.

Children enjoy regular access to outdoor space and extensive amounts of fresh air and exercise. They balance, run, jump and ride tricycles to develop their physical skills. Staff encourage children to explore a variety of sensory materials to develop their creativity and fine motor skills. For example, children create patterns by threading colourful pipe cleaners through a sieve. Staff read stories with enthusiasm to help children foster a love of books. For example, they use puppets and props to bring stories to life and children listen and join in with excitement. Staff plan appropriate next steps for children's development that build on what they already know and can do. All children make good progress from their starting points and are well prepared for the next stage in their education.

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

- Staff provide children with a variety of healthy and home-cooked meals prepared fresh on the premises. They are aware of children's allergies and dietary requirements when serving food and ensure that these are adhered to.
- Children with special educational needs and/or disabilities have good support from staff to close gaps in their learning. Staff build strong links with external professionals involved in the children's care. This supports continuity for children's care and learning.
- Leaders and staff put an appropriate focus on developing children's communication and language skills. They model and repeat key vocabulary for very young children. Staff narrate as children play, and ask them questions, to promote their thinking and conversation. Children become confident communicators.
- Staff teach children to recognise their feelings and manage their behaviour. Children show they understand the rules and boundaries of the setting and behave well.
- All children benefit from regular outings into the local community. This helps them to see different people and different places. They learn about the diversity of the wider world in which they are growing up.
- Children learn about good oral health. Pre-school children are encouraged to brush their teeth after breakfast. In addition, children access resources to

practise their skills and learn about the role of the dentist. This helps children to understand about good health practices.

- Parents say that staff are 'brilliant' and communicate clearly with them. They say that their children make excellent progress during their time at pre-school. Parents praise the setting for its inclusivity and say staff go 'above and beyond' to support their children and further their development.
- Staff are well supported in their roles. Leaders ensure that staff have access to a wide range of training, so they continually develop their knowledge and skills. Staff say they appreciate the focus on their well-being and love being part of the team.
- Leaders have created an engaging learning environment that is well resourced to meet the needs of all children. Staff create inviting activities that engage children effectively. For example, younger children enjoy making marks in dry flour, while older children enjoy exploring and melting ice with models of animals that live in the Arctic. Staff enthusiastically support the play, offering encouragement and praise. Children develop confidence and resilience as learners.
- Overall, the leaders and staff implement an ambitious, well-sequenced curriculum. However, sometimes staff do not identify opportunities in children's play when they can take their learning to the next level. Occasionally, staff do not challenge children's learning to build on what they know and can already do, especially in relation to early mathematical concepts.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning, especially in the area of early mathematical concepts.

Setting details

Unique reference number	139195
Local authority	Hillingdon
Inspection number	10367894
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	34
Number of children on roll	34
Name of registered person	london borough of hillington
Registered person unique reference number	RP526933
Telephone number	01895 232539
Date of previous inspection	28 February 2019

Information about this early years setting

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 eight 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.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The leader and the inspector completed a learning walk to discuss how the curriculum is planned and implemented with the staff.
- The inspector and the leader carried out two joint observations.
- The inspector spoke with staff and interacted with the children.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.

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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