Fun-Fest Uxbridge

Unique reference number (URN): 2758287

Address: St. Marys Catholic Primary School, Rockingham Road, Uxbridge, UB8 2UA

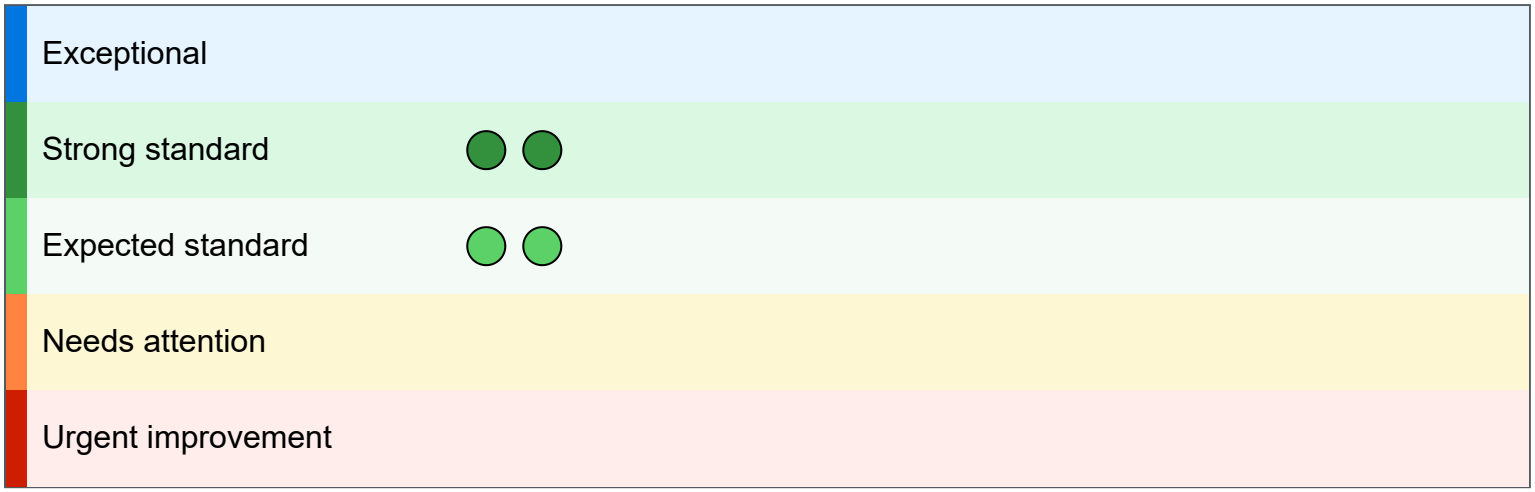
Type: Childcare on non-domestic premises

Registered with Ofsted: 02/11/2023

Registers: EYR, CCR, VCR

Registered person: Precious HC LTD

Inspection report: 8 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Children's welfare and wellbeing

Strong standard

Leaders and staff consistently place children's welfare and wellbeing at the heart of their work. Children are cared for in a safe, nurturing environment, where staff remain highly attentive to their physical and emotional needs. They can choose whether they play independently, with others, alongside staff or relax in a cosy area. Particular attention is given to children with special educational needs and/or disabilities (SEND), ensuring timely and appropriate support. For instance, staff provide meaningful roles of responsibility for these children to help them remain engaged and content. The key-person system is especially effective for children with SEND. Staff work closely with parents to support children's life skills, such as encouraging those who have been identified as needing to develop their independence in feeding themselves.

Parents report that children who can sometimes become easily frustrated or upset in other situations outside the club experience, remain emotionally settled, showing how effectively they are valued and cared for. Older children mirror staff's qualities by showing sensitivity towards younger children's feelings, valuing their contributions when creating games. This is particularly evident when lots of patience is shown towards children with SEND. All children appear extremely comfortable and secure, confidently approaching staff for reassurance or support.

Promoting healthy lifestyles is a clear priority. Children are encouraged to make healthier choices, such as using honey instead of sugar when baking. Staff make great use of spontaneous moments to discuss healthy eating, self-care and oral health in an age-appropriate way, including helping children understand the importance of staying hydrated. Older children readily remind younger ones to drink water, while younger children impressively recall the effects that could happen if not drinking enough. This supports children's physical health and emotional wellbeing effectively, enabling them to develop good habits for the future.

Inclusion

Strong standard

Leaders have established an effective and inclusive environment, where children with special educational needs and/or disabilities (SEND) consistently thrive. They gather detailed information from parents about children's individual needs and how best to support them in fully accessing the provision. For instance, leaders work closely with parents to gradually introduce children to the setting, particularly when they are new and unfamiliar with staff and club routines. Attendance at the club is increased over time, enabling children with SEND to settle well, and feel safe and comfortable

Leader's extensive knowledge of how to address children's varied needs is shared effectively with the staff team. Staff adapt activities and routines so that children with SEND can participate alongside their peers and experience success. Interactions are calm and responsive, helping them to take turns, share resources and build positive relationships. Staff recognise when children need additional support to manage emotional or sensory

demands and respond by offering reassurance, guidance and access to quieter spaces when needed. This ensures these children remain engaged and confident within the group.

Children with SEND clearly enjoy their time at the holiday club, engaging in activities that are intentionally set up to pique their interest. For example, they clap with delight when staff celebrate their creative talents and artwork. Through careful observations and effective use of information sharing between leaders, parents and club staff, as well as school headteachers, children's preferences are well understood and supported. For instance, these children show a real fascination with shadows and eagerly chase them when outdoors. In this way, children feel highly valued, well understood and fully included.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Typically, children demonstrate positive behaviour and attitudes. Staff provide individualised support for children with special educational needs and/or disabilities, helping them to follow routines and respond calmly to guidance. Although staff spend time in the morning group talk asking children about the club's rules and boundaries, these are not consistently reinforced during routine activities. For example, circle games organised to help familiarise children with each other sometimes continue for too long, leading to some children becoming increasingly restless and disengaged.

Younger children show a keen willingness to develop their independence. They confidently select activities, such as practising batting a ball outdoors with a friend. However, at times, key staff do not always encourage or support these children to have a go at tasks for themselves, for instance when they want to learn to use age-appropriate scissors. As a result, opportunities to build children's confidence and self-help skills are not fully maximised.

On the whole, older children act as positive role models and demonstrate maturity in their interactions with younger peers. They readily include younger ones into their play, encouraging active participation and offering solutions to any challenges they come across. For instance, when constructing a den with large puzzle pieces, older children suggest practical ways to the enthusiastic younger children to secure the structure. They then enjoy playing together inside, taking pride in their shared achievement. This reflects the cooperative and inclusive ethos of the club.

Leadership and governance

Expected standard

Overall, leaders have a clear knowledge of the strengths and areas of improvement for the holiday club. They have worked tirelessly to ensure children who face barriers to their learning are well cared for and included in all aspects of club life. Leaders demonstrate a suitable understanding of their responsibilities and the impact of their work on children's experiences at the holiday club. Their oversight ensures that the provision remains centred on children's wellbeing, happiness and sense of belonging. Leaders' decisions typically

promote stability, which is particularly beneficial for children with special educational needs and/or disabilities, helping them feel secure and confident.

Leaders routinely review the quality of the provision and consider staff training requirements. In the main, decisions regarding staff deployment are appropriate and their expertise supports the ages of children they care for. However, leaders are yet to fully support individual staff, particularly those working with the youngest children, to develop a deeper understanding of how best to meet their needs consistently. At times, some staff have lower expectations of what these children can achieve independently. For example, adults cut out pictures for craft activities while younger children wait patiently for them to pass these on, rather than encouraging and supporting them to use age-appropriate scissors themselves.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

From the moment children arrive, they show excitement and confidence as they settle quickly into their chosen activities. Children with special educational needs and/or disabilities (SEND) are fully supported to access the stimulating provision on offer. Successful strategies are implemented to ensure their smooth transition into the club, such as gradually increasing their time spent at the club in partnership with parents. Staff carefully consider children's interests and unique personalities, ensuring they feel welcomed and valued, such as providing quiet spaces for relaxation when needed. Children with SEND build close relationships with their key person and other staff, who know their individual needs well. For example, children with speech delay are encouraged to count down from 3 before kicking a ball to an adult. All children appear extremely comfortable and display a deep sense of belonging.

Staff are positive role models and actively engage in children's independent play. Children enjoy a wide range of experiences while attending the club, such as baking with healthy ingredients, building large dens, playing different sports outdoors and planting flowers. Opportunities such as these, help to promote important life long habits and skills. Staff praise children's efforts, particularly when older children play harmoniously with younger ones, showing patience, kindness and sensitivity. Spontaneous moments of shared fun and joy are common, for example, when older children spark a repetitive beat using resources around them, begin to sing a familiar rock song and younger children join in by clapping the beat. Children cooperative well, negotiate turn-taking and share resources, often without adult direction. This boosts children's confidence, independence and interests.

Overall, routines and staff's expectations help children feel secure. Leaders support staff to apply routines in a consistent way, and children respond to familiar cues, such as lining up to wash their hands before snack time. Emotional wellbeing is prioritised by leaders and staff. Children approach staff for reassurance and choose calmer spaces, when they feel a little overwhelmed. Staff respond compassionately, listening to children carefully while giving them the space to regulate their feelings. As a result, children feel safe and fully supported.

Next steps

- Leaders should strengthen individual staff's knowledge of how best to support the youngest children, particularly positively reinforcing behavioural expectations during group times and in the consistent promotion of independence.

About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:
Sonia Panchal

About this setting

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Address:
St. Marys Catholic Primary School
Rockingham Road
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UB8 2UA

Type: Childcare on non-domestic premises

Registration date: 02/11/2023

Registered person: Precious HC LTD

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 18:00

Local authority: Hillingdon

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 8 April 2026

Children numbers

Age range of children at the time of inspection

3 to 10

Total number of places

70

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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