

# Inspection of First Years Pre School Ltd

Trinity Church, Hindes Road, Harrow HA1 1RX

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Inspection date:

5 August 2025

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision requires improvement

Children arrive happy and are greeted by their key person. Staff form caring relationships with children, particularly those who are new to the nursery. Children settle and approach staff when they need support or a reassuring cuddle. Staff meet the individual care needs of children. They ask the youngest children if they can change their nappy or wipe their nose. Children show that they begin to feel safe and secure.

While leaders plan a suitably ambitious curriculum, they do not ensure that all staff are implementing this effectively to enable children to make prompt progress in their learning. This particularly impacts the youngest children. Leaders do not provide the support needed to ensure the curriculum delivery meets the babies' learning and development needs as well as it could. Interactions between staff and babies provide comfort but staff do not consistently extend and challenge babies' and younger children's learning effectively.

Despite weaknesses in the implementation of the curriculum and in the quality of teaching, children with special educational needs and/or disabilities (SEND) generally receive appropriate support. Staff work with parents and external bodies to support children and families. Older children benefit from staff who can implement a more sequenced curriculum that meets children's learning needs. Staff interactions develop children's social skills. Staff support children to take turns, and they enjoy sharing and playing together, chatting excitedly. Children behave well and build positive relationships.

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

- While leaders plan a suitably ambitious curriculum, they do not monitor all staff when implementing creative development effectively for children. This particularly impacts the youngest children. Leaders acknowledge there is room for improvement and recognise they need to offer a more targeted support needed to ensure the curriculum delivery meets the babies' and younger children's learning and development needs as well as it could.
- Staff consider the learning needs and stage of development for older children when planning focused learning experiences. For instance, older children, learn to match and count animals on a farm, and use construction materials to design enclosures for each animal, promoting problem-solving. However, there is not always the same attention to detail when providing creative resources for babies and young children to freely access and investigate. Staff do not provide enough resources and offer challenge to fully capture younger children's interest or fully extend their creative learning and help them make the best progress. For example, younger children exploring small-world sea life have only a small

amount of water in the tray, which limits opportunities to spark and sustain their curiosity and engagement.

- Overall, staff build positive relationships with parents and carers. They share daily updates with parents regarding care routines. Staff communicate with parents verbally and via an online platform. Parents feel the nursery is a welcoming space. However, staff do not share information consistently with parents about how to support their children's learning or offer ideas about how parents can continue to support their children's learning at home.
- Babies and toddlers enjoy stories and action songs that support their emerging language. Staff bring the words to life, raising and lowering their voices to build children's excitement as they sing nursery rhymes. Older children play with shredded paper, imagining it as falling snow. Staff introduce new words, such as "icicle," and ask questions about clothing for cold weather, encouraging critical thinking and extending their discussions.
- Staff meet children's care routines with kindness and respect. This has a positive impact on children's well-being as well as ensuring they get the sleep, food and exercise they need to stay healthy. Staff gently sooth babies to sleep and offer warm smiles and chat as they change nappies.
- Staff understand the importance to children's good health and well-being of plenty of energetic physical play. They use the outdoor space well to encourage children to run, climb and balance. Younger children enthusiastically use wheeled toys. Staff play games that encourage them to stretch and move in different ways, as they swing a large parachute above their heads. They show the fun to be had in being physically active. Babies are supported well as they learn to balance, crawl and walk.
- Leaders use funding well and make timely referrals, to support children with special educational needs and/or disabilities (SEND). Staff incorporate other agencies' recommendations and advice into their plans to help children who require extra support make progress in relation to their starting points.
- Leaders provide support and guidance to staff through supervision sessions and regular observations of practice. They have started to identify professional development opportunities for staff. This has led to some improvements in teaching, but it is still inconsistent across the setting.

## 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 meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                            | Due date   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve the monitoring of staff practice to promptly identify gaps in knowledge and skills, especially for those working with babies and younger children. | 30/09/2025 |

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

- develop an enabling environment for the youngest children where creative resources are purposefully placed to interest and engage children
- strengthen communication with parents so that all parents have information about how they can support their child's learning at home.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2699448                            |
| <b>Local authority</b>                             | Harrow                             |
| <b>Inspection number</b>                           | 10368684                           |
| <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 at time of inspection</b> | 1 to 4                             |
| <b>Total number of places</b>                      | 89                                 |
| <b>Number of children on roll</b>                  | 40                                 |
| <b>Name of registered person</b>                   | First Years Pre School Ltd         |
| <b>Registered person unique reference number</b>   | 2699447                            |
| <b>Telephone number</b>                            | 07463 439640                       |
| <b>Date of previous inspection</b>                 | 5 September 2024                   |

## Information about this early years setting

First Years Pre School Ltd registered in 2022. The setting operates from a church hall in Harrow in the London Borough of Harrow. It opens on weekdays, between 8am and 6pm, 51 weeks a year. There are 27 staff members working directly with the children, of whom 19 hold early years qualifications at levels 2 to 4. The nursery is in receipt of funding for the provision of early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation with the manager.
- The inspector had a long discussion with the manager and sampled relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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