

Urban Care Community Limited

Address: 1st Floor, 61 Cranbrook Road, Ilford, IG1 4PG

Unique reference number (URN): 2791028

Inspection report: 15 April 2026

Exceptional

Strong standard



Expected standard

Needs attention

Urgent improvement

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, learners are made safer and feel safe.

How we evaluate safeguarding

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

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

1. Inclusion, and leadership and governance

Strong standard



Strong standard ●

Inclusion

Strong standard ●

Leaders and staff have created a highly inclusive culture where learners from diverse backgrounds receive effective and tailored support. Inclusion is central to leaders' strategy and practice. They collaborate closely with employers to ensure employers understand learners' barriers. Employers provide appropriate workplace support and reasonable adjustments, for example for learners with hearing impairments and anxiety.

Leaders have a clear, evidence-informed inclusion strategy that they promote across the provision. This permeates throughout the company. Staff know their learners extremely well and adapt their approach in response to learners' needs. Many learners have low prior attainment, negative educational experiences, or speak English as an additional language. Tutors respond effectively by adapting their teaching, reinforcing key concepts, and supporting learners' language development.

Leaders identify learners' needs quickly through thorough initial assessments. These assessments inform detailed and highly personalised support plans. Tutors monitor closely the impact of their support. They adjust support when needed. As a result, learners with barriers to their learning make substantial progress.

Leaders invest effectively in staff development. They ensure tutors are confident to give learners with special educational needs and/or disabilities excellent support. Leaders also remove practical barriers to learning, such as providing access to technology, so that learners can fully participate in and benefit from their studies.

Leadership and governance

Strong standard ●

Leaders articulate an ambitious and coherent vision to develop health and social care staff and meet employers' skills needs. Staff and those responsible for governance share this ambition and high aspirations for learners. They commit to develop learners to become confident and skilled practitioners. Their ambition is to prepare learners for a sustained and long-term career in the sector.

Governors provide effective support and challenge. They use their expertise to maintain a sharp focus on continuous quality improvement and high standards. Leaders and those responsible for governance make well-informed decisions in the interests of learners, particularly in the design of the curriculum and deployment of resources. As a result, learners enjoy consistently strong teaching, assessment and support, alongside high achievement and progression rates.

Leaders have thorough and highly effective quality assurance arrangements. They use a wide range of detailed monitoring activities, including comprehensive observations of learning, to evaluate the quality of provision. They produce clear, targeted action plans that staff value and use to improve their practice further. This contributes to a strong culture of professional reflection and quality improvement.

Leaders have excellent long-standing and productive relationships with employers. This ensures the curriculum remains relevant and that learners benefit from meaningful opportunities to apply their knowledge and develop practical skills in the workplace.

Leaders place a strong emphasis on staff wellbeing, workload and development. Staff feel valued and motivated. They enjoy a well-planned and tailored programme of professional training. Staff are enthusiastic about their work. They are proud of their learners' achievements.

2. Adult learning programmes

Strong standard



Strong standard ●

Achievement

Strong standard ●

Learners, including those who face barriers to learning, achieve their qualifications. They make extensive progress from their starting points. Unemployed learners who join the course quickly gain employment and leave with high aspirations for their next steps. Most learners gain substantial pay rises after they achieve their qualification.

Learners develop the high-quality skills and behaviours they need. They apply these seamlessly in the workplace. Learners show high levels of empathy for service users and seek their consent before they apply personal care. Learners work safely and use equipment, such as hoists, adeptly to support their service users to move. They show high levels of respect for service users' choices. Learners understand the importance of being patient and know how to make sure clients feel safe and comfortable.

Learners with limited access to information technology (IT) quickly gain the skills to use IT with confidence. They access online resources and emails and they record their high-quality assignment work successfully.

Curriculum and teaching

Strong standard ●

Leaders demonstrate a highly effective approach to curriculum design and implementation. They ensure that the curriculum meets the needs of employers in the health and social care sector. Leaders use their extensive expertise to collaborate with employers to refine and adapt the curriculum. Leaders respond quickly to employers' feedback and requests to teach learners more in-depth knowledge about topics such as autism, Parkinson's disease and end-of-life care.

Leaders ensure that the curriculum supports learners who speak English as an additional language. Tutors skilfully embed English, mathematics and digital skills in their teaching. For example, they encourage learners to read out scenarios, practise writing care notes and reiterate the correct pronunciation of technical and vocational language. Tutors give learners excellent support to increase their confidence to use mathematics in tasks at work, such as to record data and calculate money when they shop for their service users.

Teaching is of a consistently high standard and is inclusive. Tutors use a wide range of effective strategies, such as probing questioning, quizzes and realistic scenarios, to reinforce learning. This ensures that learners retain and recall their knowledge accurately. Tutors are professional role models for learners. They have extensive and expert knowledge in health and social care. They use this knowledge expertly to teach and prepare learners for their next steps. They place high importance on teaching learners to develop their person-centred practice with empathy.

Tutors use assessment very well to check learners' understanding. They mostly give learners helpful feedback on their progress. On a small minority of occasions, tutors' written feedback does not fully support the further development of learners' written English.

Participation and development

Strong standard 

Leaders have developed an extensive and appropriate curriculum to extend learners' wider skills and knowledge. Learners have access to a wide range of high-quality online resources in topics such as how to manage finances, fraud awareness, domestic abuse and mental health.

Tutors skilfully weave information about fundamental British values and the dangers associated with extremism and radicalisation into their teaching. This helps learners understand why these topics are important to them and to their service users.

Leaders and staff have high expectations about learners' attendance and behaviour. Learners understand these very well and follow the standards modelled by their tutors. They have high rates of attendance and are respectful in their lessons. They follow the clear etiquette set by tutors to take part in discussions and respect each other's views and differences.

Tutors integrate high-quality careers information advice and guidance skilfully into the curriculum. This ensures all learners, including those with barriers to learning, are well prepared for their next steps. Learners understand the opportunities available to them. They know about options to move into nursing, higher education or leadership opportunities. Tutors give those learners looking for work excellent support to help them move into employment.

What it's like to be a learner and/or an apprentice at this provider

Learners thrive in a highly supportive, inclusive and aspirational environment. This is because leaders, tutors and staff nurture them and have high expectations of all learners.

Learners, including those who face barriers to learning, rapidly gain confidence and receive excellent support to help them learn. They quickly develop a strong sense of belonging. Most learners achieve their qualifications and make sustained progress in their careers.

Learners consistently praise their learning environment and tutors. They describe it as ‘the best place ever to learn,’ where they feel valued, supported, and treated like family. Most report that their learning has a meaningful impact not only on their professional practice as a care worker, but also on their personal development. Learners appreciate tutors’ expertise and the strong one-to-one support they receive.

Learners demonstrate highly positive attitudes to their learning and take considerable pride in their work. They are motivated to achieve and speak enthusiastically about the difference their learning makes, such as in how they apply their knowledge about person-centred care effectively in the workplace. This leads to clear improvements in the professional care they give to their service users and increased confidence in their roles.

Learners feel safe and are confident that staff would take any concerns raised seriously. They benefit from a culture of openness and respect, where they discuss sensitive issues such as discrimination, homophobia and sexual harassment with confidence. Learners have a strong understanding of equality, diversity and fundamental British values. They treat one another, and staff, with a high level of respect and professionalism.

Learners benefit from a wide and engaging range of extra activities that contribute significantly to their personal development and wellbeing. They participate in activities such as how to learn music, dance, yoga and mindfulness. This helps them to manage stress and build resilience. Learners have access to effective support for their mental and physical health, including doctors and counselling services.

Next steps

- Leaders should ensure tutors’ written feedback to learners fully supports the further development of learners’ written English.
- Leaders and those responsible for governance should ensure continued improvement to curriculum implementation to achieve sustained exceptional standards of teaching and training.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs. Inspectors spoke with governors, leaders, managers, tutors, adult learners and employer partners during the inspection.

The inspectors confirmed the following information about the provider:
Urban Care Community Limited (UCC) is an independent learning provider of adult

education based in East London. UCC initially focused on recruitment to the health and social care sector, but in 2023 secured a contract with the Greater London Authority to deliver health and social care programmes to adult learners. UCC has one training location and does not work with any subcontractors.

At the time of the inspection, there were 36 learners studying a level 3 qualification in adult care work. Teaching and training is mostly face-to-face classroom sessions and on site at employers' premises. All learners are over 19 years old and most learners speak English as an additional language.

Director of Operations: Sheela Antony Samy

Lead inspector:

Jane Hughes, His Majesty's Inspector

Team inspector:

Jon Bowman, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 15 April 2026

Number of learners

Total learners

36

Adult learning programmes

36

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	98	87	Above
2024/25	98	87	Above
2023/24	100	87	Above
2023/24	100	87	Above

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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