

# Inspection of Lightcliffe Pre-School

Christ Church, Wakefield Road, Hipperholme, Halifax, Yorkshire HX3 8AA

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Inspection date: 21 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are busy, active learners, who relish a challenge. Staff know the children well and understand their capabilities. They talk confidently about the skills they are focusing on with children and the reasons why.

When children returned to the setting, following time off during the COVID-19 (coronavirus) pandemic, staff completed baseline assessments for all children so they were able to provide targeted areas of support for each individual. Procedures for settling children back into the setting were carefully considered and discussed with parents. This helped to ensure a smooth return back into the setting.

Children are encouraged to develop an early appreciation and love of books. Books are taken outside to enjoy, as well as inside, and children enjoy looking at these together and talking about their favourite books. Group story times are planned twice daily, to take account of those children who may not access books as freely as others.

Staff deployment is effective in ensuring children are safely supervised and well supported. Staff support children to gain an understanding of other's feelings and learn how their behaviour impacts on others. They learn about responsibility as they help to clear up after themselves. Working collaboratively, they skilfully use dustpans, brushes, and brooms to sweep up after themselves.

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

- The curriculum is carefully designed to build on what children know and can do. Children have opportunities to practise the skills they have learned, to help them grow in confidence and to secure their knowledge.
- Staff encourage children to follow their interests and test out their ideas. Staff are there to offer support along the way and to bring in the key skills to the learning experience, as identified in learning plans.
- Children with special educational needs and/or disabilities are well supported. Gaps in learning are quickly identified and discussed with parents. Staff are proactive in getting professionals on board to get children the help and support they need. This targeted approach helps to prevent gaps from widening.
- Children learn new words and their meaning, building vocabulary. They explore the core of an apple and talk about growing their own apple trees, planting the pips and what trees need to grow.
- Staff engage in lots of dialogue with children, and most are very skilled at this. They talk about what is happening and why and what might happen next. However, not all staff allow children sufficient time to process information. On occasions, this leads to staff answering their own questions before children have

had the opportunity to respond. Or another question is asked, interrupting children's thinking time.

- Children learn how to keep themselves safe and make good choices. They are supported to take appropriate risks during physical play. This helps develop their physical and emotional health and build confidence to take on new challenges, balancing on equipment and manoeuvring bikes around obstacles and down slopes.
- Overall, children are supported to become increasingly more independent, helping prepare them for their transitions to school. However, at times during daily routines, some staff can be too quick to assist rather than giving children time to have a go themselves. For example, staff not allowing them time to persevere with putting on their coats and zipping them up.
- Leaders and managers have a good understanding of the quality of their provision, what they want to improve and how they are going to achieve this. At regular supervisions and staff meetings, the team reflect on their practice and the curriculum to ensure it continues to challenge children and builds on knowledge and skills. Staff have regular opportunities to attend training, which helps to improve outcomes for children.
- Staff work well in partnership with parents. They find out about what children know and can do when they first start. This allows them to successfully build on children's prior knowledge and skills and identify any gaps in learning. Parents report they can clearly see the progress their children are making. They get regular feedback about the skills they are focusing on and why, and how they can support their child at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities around safeguarding. They complete regular training and have an up-to-date knowledge of all aspects of safeguarding, including local procedures for reporting any concerns. During the recent COVID-19 pandemic, steps were taken to keep in touch with families and signpost them to services for help and support if needed.

Children learn how to keep themselves safe through gentle reminders from staff. They remind them to hold onto the handrail when walking down the stairs and to be aware of others when riding around on tricycles. Risk assessments are effective. Regular checks and headcounts make sure all children are safely accounted for before going outside to play and when returning inside.

## What does the setting need to do to improve?

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

- strengthen the curriculum for communication and language by ensuring all staff understand the need to allow children sufficient time to process and respond to questions
- ensure there is a consistent approach by staff to allow children to develop their independence during daily routines, allowing children to have a go themselves and persevere before intervening.

## Setting details

<b>Unique reference number</b>	EY556711
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10175019
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	014 2220 7930
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lightcliffe Pre-School registered in 2018. It is open Monday to Friday during term time only, excluding bank holidays and five staff training days. Sessions are from 9am until 4pm. The pre-school employs three members of staff, one apprentice working towards a level 2 qualification, three of whom hold suitable level 3 childcare qualifications. The pre-school offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Annette Stanger

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector talked to the manager about the leadership and management of the setting and their process of self-evaluation.
- 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 observed the interactions between staff and the children.
- The inspector carried out a joint observation of a small group activity with the manager.
- The inspector spoke to the children and several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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