

# Inspection of Headingley Preschool

Shire Oak (CE) VC Primary School, Wood Lane, Headingley, West Yorkshire LS6 2DT

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Inspection date: 11 January 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children have an exceptional start to their early education at this setting. They are eager to arrive and discover the richly stimulating environments inside and outside. Children are encouraged to explore and solve problems. For example, they work together to connect pegs to measure themselves against. They work out how to use pebbles to hold down the board the peg is attached to, to stop the tower falling over.

Children form close relationships with staff, who know them extremely well. Staff are highly successful in helping children to learn about their own feelings and well-being. Children take part in a group activity before lunch. They recognise colours on their clothing and how the colours make them feel, such as that yellow makes them feel happy. Children's behaviour is excellent and they demonstrate good manners. Children celebrate each other's birthdays. They are eager to learn all about each other's celebrations. This helps to foster highly positive relationships.

All children are highly independent. For example, older children know the routine. They find their own coats and put them on independently for the garden. Younger children persevere as they try and do their own zips up and put on their own gloves. Nearby staff offer encouragement and praise to support their achievements.

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

- The committee is fully supportive of the curriculum and the manager's vision for the quality of the provision. Managers and staff have identified the impact of the COVID-19 pandemic on children's communication skills. Therefore, speaking and listening are a top priority. Staff skilfully encourage children to talk, listen and explain their ideas. They are extremely skilled in extending children's learning and language to the highest level through skilful questioning.
- Children have highly positive attitudes to their learning. They show lengthy periods of concentration during their chosen activities. Staff are enthusiastic and motivate children to keep trying when they come across challenges. For example, outside, staff support children to jump down safely off the wooden sculpture. Children practise jumping from sitting before standing up. Children repeat this numerous times, which consolidates their learning.
- As children concentrate on their learning, staff observe them. Staff use their wealth of knowledge and experience to use the information gathered to accurately assess what children have achieved. Staff then set perfect targets to help each child move on. They skilfully weave mathematics through activities for all age groups of children. For example, older children learn to share dough in halves and quarters. They confidently count and subtract, and predict what

comes next. Younger children learn about 'full' and 'empty' as they fill cups with water or milk, and talk about different sizes as they sort vehicles.

- Staff are exemplary role models. They are extremely positive to each other and children. Behaviour is exemplary. Children demonstrate great kindness and are confident in managing minor conflicts themselves. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others. Children are respectful to each other, staff and visitors.
- All children in the nursery, including those with special educational needs and/or disabilities and those who speak English as an additional language, make superb progress. Staff are highly attuned to children's needs. They quickly put interventions in place, including using national programmes and signing, to help individual children's learning needs. Staff use additional funding successfully. Managers carefully consider how funding can be used to give children the best opportunities.
- Parents are overwhelmingly positive and go out of their way to share feedback. They state that staff have wonderful relationships with, and are attentive to, their children. They feel that the setting has become part of the family, and staff go above and beyond in providing an exciting environment for children. Parents state that they value the information about activities to support their children's learning at home.
- Partnerships with schools and professionals are excellent. The head teacher of the school on site gave extremely positive reviews, stating that she values their relationship with the setting. Many of the children move on to the school. The head teacher expressed how the teachers regularly visit the children and access shared spaces. As a result, children's transitions to school are seamless.

## Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong culture of safeguarding. All staff are highly trained, and staff reflect and discuss safeguarding as part of everyday practice. Staff are very knowledgeable on the signs and symptoms of abuse. They know to refer any concerns they may have about a child to the appropriate safeguarding team. Staff ensure that the environment is safe and secure, and hazards are minimised. Staff supervise children effectively. They move around the setting to ensure that ratios are maintained, inside and outdoors. Staff support children to help them to understand how to keep safe. For instance, they ensure that children understand how to hold scissors safely when cutting craft materials.

## Setting details

<b>Unique reference number</b>	EY338290
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10264265
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Headingley Pre School Committee
<b>Registered person unique reference number</b>	RP518952
<b>Telephone number</b>	01132304035
<b>Date of previous inspection</b>	9 June 2017

## Information about this early years setting

Headingley Preschool registered in 2006 and is located in West Yorkshire. It employs nine members of childcare staff. Of these, eight staff hold appropriate early years qualifications, including two with qualified teacher status. The pre-school opens during term time from Monday to Friday. Sessions are from 8.30am until 5pm on Monday to Thursday, and from 8.30am to 3pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It is in receipt of early years pupil premium funding.

## Information about this inspection

**Inspector**  
Julie Dent

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and inspector conducted a learning walk of the setting and discussed the intent and implementation of the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation of practice.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- The inspector spoke to parents and viewed written feedback for 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.

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