

Inspection of Warley Preschool Ltd

Warley St John's Church Hall, Windle Royd Lane, Cote Hill, Halifax, West Yorkshire
HX2 7LY

Inspection date: 4 July 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a calm, nurturing and stimulating learning environment. They cheerfully greet children and families as they arrive at the pre-school. Children enter the pre-school happily and eager to play. They give letters to the inspector and say, 'This is for you.' Children feel confident and secure in the knowledge that staff will keep them safe.

The manager and staff value and celebrate the uniqueness, ethnicity and religion of children and their families. Staff teach children about the special faiths and religions that families have. They help children to understand, and be respectful of, their friends' beliefs. Children develop their understanding of the differences between themselves and other people. Staff teach children to be caring. They encourage children to carry out acts of kindness. Children help to spread happiness in the community when they give flowers to local people. Children are very well behaved. Staff encourage them to take turns, be thoughtful and caring. Children spontaneously ask their friends, 'Are you okay?' Children thrive in this pre-school.

Overall, staff have high expectations of what children can achieve. They encourage children's independent choices. Children choose different-shaped boxes and use tape to fasten them together to make 'robots'. Children are motivated and concentrate well for long periods. Staff provide plenty of unhurried time for children to develop their creative ideas.

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

- The manager and staff support children with special educational needs and/or disabilities extremely well. They are swift to intervene when children are not progressing as expected. Staff work closely with a wide range of other professionals. They use shared strategies to promote children's development. The manager uses additional funding effectively. She provides children with one-to-one adult support and special resources to support children with complex needs. Children have positive outcomes.
- Staff focus strongly on supporting children's communication and language skills. They use early intervention groups to support children's listening skills and extend their vocabulary. Staff use stories and discussions to introduce new words, such as 'sea anemone', 'blueberries' and 'bristle worm'. They reinforce children's language, using the correct pronunciation. Children develop a wide vocabulary and speak confidently, using well-constructed sentences.
- Overall, the manager supports staff well. She observes their practice, provides a range of training and supports them during staff meetings to help develop their teaching. However, staff do not consistently engage with children. For example, some staff type their observations on electronic devices while children sit next to

them. As a result, during these times, children do not receive the support they need to develop new skills and competencies in learning.

- Parents speak highly of the pre-school. They describe it as 'very welcoming', 'helpful' and 'supportive'. Parents are kept informed about their children's learning through daily discussions with staff, newsletters, an app and summaries of development. Parents feel that they are supported and given ideas and strategies to help their children to learn at home. Staff signpost parents and carers when additional help is needed. They also provide a 'give and take' food bank for families.
- Children are highly motivated and active. They delight in challenging their physical skills on the obstacle course that staff create. Children show strength and coordination of their bodies. They stride over wooden circles, step through ladders and balance on wobble boards. Children take suitable risks as they climb on structures to observe the birds. Staff encourage children to be active and develop healthy lifestyles. They promote healthy eating and have received an award for helping to reduce the amount of sugar that children eat.
- The manager and staff are clear about what they want children to learn. They use themes to help them plan broad learning experiences. Recently, these include Arctic animals, pets, birds and sea creatures. Children display strong memory recall skills. They describe the animals that have visited the pre-school. Children remember that Poppy the dog came to the pre-school. They excitedly talk about how Poppy ate the dog biscuits in the pet shop they had made. Children are well prepared for school. Staff work effectively with teachers to support children's smooth move to school.
- Staff provide a wide range of additional activities each week to help enrich all children's experiences. These include visits to the library to borrow books, cooking club activities, forest school activities and music-and-movement sessions. Children thoroughly enjoy these activities and extend their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school manager implements robust recruitment and vetting procedures to ensure that staff are suitable to work with children. All staff are registered with the Disclosure and Barring Service to keep their suitability updated. Staff understand their role and the procedure to follow should they have concerns about a child's welfare or the behaviour of a colleague. All staff hold paediatric first-aid qualifications. This enables them to respond to any accidents swiftly. Staff work tirelessly to ensure that vulnerable families receive effective early help to prevent situations from escalating. The manager initiates fire drills regularly. Children talk confidently about what to do in an emergency and how to evacuate the building if there is a fire.

What does the setting need to do to improve?

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

- ensure that all staff's interactions are consistently effective and fully engage children in learning to further develop their skills and competencies.

Setting details

Unique reference number	EY489902
Local authority	Calderdale
Inspection number	10295537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	49
Name of registered person	Warley Preschool Limited
Registered person unique reference number	RP534648
Telephone number	01422 320592
Date of previous inspection	6 December 2017

Information about this early years setting

Warley Preschool Ltd registered in 2015. It employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The pre-school is open from Monday to Friday, term time only. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Angela Sugden

Inspection activities

- This was the first routine inspection the pre-school 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 their evaluation of the pre-school.
- The pre-school manager and the inspector had a learning walk together. The manager spoke to the inspector about her intentions for children's learning and explained how the curriculum is planned and sequenced for children.
- The inspector carried out a joint observation with the pre-school manager. They discussed teaching and the impact on children's learning.
- Parents told the inspector, through discussion and written feedback, how their children's learning is supported and how staff keep them informed about their children's learning and support families.
- The inspector spoke with the pre-school manager, staff and children during the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The manager discussed her evaluation of the pre-school with the inspector. The inspector viewed staff's qualifications and evidence of their suitability to work with children.

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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