

# Inspection of The Northern Lights Pre-School and Out of School Club

Raven Street Centre, Lower Floor, Raven Street, HALIFAX, West Yorkshire HX1 4NB

---

Inspection date:

29 February 2024

---

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children thrive in this calm and welcoming pre-school. Caring staff greet children warmly. Children are happy and excited to see their key person and friends. They are highly motivated and are very eager to explore the interesting and challenging activities. Children enjoy the 'show and tell' sessions as they share their favourite things from home. Parents comment they have seen their children grow while attending the pre-school and are extremely happy with the progress their children make. Staff have high expectations of behaviour. The rules and routines of the pre-school are fully embedded. This is evident from children's positive attitudes to their play and their behaviour is exemplary. Children feel safe and secure.

Language and communication are a high priority at this pre-school. Staff embrace and celebrate the many different languages children speak. Children and families feel included. Staff learn key words in the child's home language to help them settle when they first start. They learn the words to songs in different languages and then sing these with all children. Children learn the songs in the home language of their friends. Staff are experts in questioning children to help them think about what they are doing and to solve problems. They model new words and comment on what younger children are doing. Children make excellent progress in their language development. They are confident communicators ready for their move on to school.

Physical development is extremely well supported. Staff provide many opportunities for children to use their large muscle skills. Children learn to ride a scooter and use the pedals on a bike. Staff teach children to play catch with their friends. Children develop good throwing and catching skills. They confidently climb and balance on the climbing frame. Children build with large construction blocks. Staff encourage children to develop their small muscles. Children use tongs at snack time to pick up pieces of fruit and pour their own drinks. They squeeze and prod the play dough and use a variety of tools for mark making. Children develop very good physical skills.

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

- The manager is inspirational. She thrives for constant improvement to ensure all children receive the best care and education possible. Children are at the centre of everything they do. The manager passes this passion and enthusiasm on to all staff. Staff have thought carefully about how to build on the skills children already know and can do. The ambitious curriculum is embedded throughout the pre-school.
- Staff interactions with children are outstanding. Children are settled and extremely focused on their play. Staff quickly notice if a child is becoming less

engaged. They offer support or an alternative activity that will suit their needs. For example, when children become over excited in their role play, staff quickly intervene and redirect them to the other room, where they can run and chase each other safely.

- Children develop a love of books. Staff ensure children can access books in all areas of the pre-school. They read with children individually and in groups. Staff use props and puppets to support the story telling for younger children. They encourage older children to recall the story and ask questions to help them remember. They bring stories alive; they go on a bear hunt with children and encourage them to act out the story. Staff encourage families to use the lending library.
- Staff are skilled in incorporating mathematics into children's play. They take every opportunity to count and use number language with children. For example, they count how many cups they need, how many star jumps they do, and learn how to use weighing scales to explore objects that are 'heavy' and 'light'. Staff provide activities to support literacy skills. Children become confident in using mark-making tools and draw detailed drawings. When children are ready, they learn to write their names. Children make excellent progress.
- Support for children with special educational needs and/or disabilities (SEND) is highly effective. Children complete sensory circuits to help them remain focused and calm. All staff know and understand the strategies they can use to support children. Staff always remain calm and respectful. Children respond positively to this approach and the environment is calm, with all children, including the most disadvantaged and children with SEND, engaged in their learning. Managers use additional funding to employ staff to ensure all children receive the support they need.
- Staff promote a healthy lifestyle. They talk about foods that are healthy and encourage children to take part in regular exercise. For example, children complete the 'daily mile' and engage in active play. Staff implement a toothbrushing scheme. They receive training so that they can support children to clean their teeth effectively. Staff use this time to talk to children about the importance of eating healthily and looking after their teeth, so that they do not get cavities.
- Staff well-being and professional development is given high priority. Effective supervision sessions ensure that staff receive focused and highly effective professional development. The manager ensures teaching knowledge consistently builds and develops over time. Staff acknowledge how the training they receive impacts positively on their practice.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY454743  |
| <b>Local authority</b>                             | Calderdale  |
| <b>Inspection number</b>                           | 10308391  |
| <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 5  |
| <b>Total number of places</b>                      | 48  |
| <b>Number of children on roll</b>                  | 55  |
| <b>Name of registered person</b>                   | Association of Islamic Charitable Projects  |
| <b>Registered person unique reference number</b>   | RP901767  |
| <b>Telephone number</b>                            | 01422 251925  |
| <b>Date of previous inspection</b>                 | 13 March 2018   |

## Information about this early years setting

The Northern Lights Pre-School and Out of School Club registered in 2012 and is managed by a voluntary organisation. The pre-school employs eight members of childcare staff. Five of these hold appropriate early years qualifications at level 3 or above, including one with Level 6. The pre-school is open Monday to Friday, term time only. Sessions are from 8.30am to 3.15pm. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024