

# Inspection of Lindley Preschool

Lindley Methodist Church, East Street, HUDDERSFIELD HD3 3ND

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Inspection date: 19 September 2024

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<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 very happy and settled in this welcoming pre-school. Staff interact in a warm and caring manner that fosters a supportive atmosphere and a sense of belonging, where children behave well. The environment is carefully considered with lots of opportunities for independent learning. This is helping children to learn and grow in their curiosity.

Leaders identify the importance of joy and happiness in a child's life and how these are important for their further development. The curriculum emphasises children's well-being and self-esteem. Leaders identify these as foundational to learning and this informs much of their practice. Children express joy and excitement in singing songs with staff in planned activities and spontaneously throughout the day. Children have a lot of fun in their learning. Staff use cardboard tubes like trumpets to encourage listening and attention skills. They add suspense in building games with younger children to capture their attention.

Leaders and staff form strong partnerships with parents. Parents report positively on how much time and consideration the staff give to the environment and the activities they provide. They highlight that staff know their children on a meaningful level, which they value greatly. Parents describe the effective work of the pre-school with other professionals, including how they have been quick to apply specific interventions and arrange transitions that are tailored to the unique child.

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

- Staff provide a curriculum that places the child at the centre. They understand the children in their care very well, overall, and adapt their approach accordingly to meet the needs of the group. For example, they recently adapted their indoor space to allow for more opportunities for physical development.
- Staff plan a well-considered and intentional environment. Children play independently with a range of resources. This is supported by staff scaffolding their play effectively. This helps children to engage in their learning and demonstrate what they know. For example, two children play by threading cotton reels on a shoelace. They ask their friend, 'Which colour do you think comes next in the pattern?'
- Overall, staff support children with ability-appropriate challenge and instruction. They effectively differentiate activities to support the variety of needs. In the woodland area, children are given a variety of tools and methods to make 'paint' with blackberries. Staff give time for children to think and come up with their own ideas. Children revisit their play and reflect on what they have discovered to embed learning. Children are engaged in activities and are proud of their work.

- Leaders have a clear vision for the pre-school and know what they are trying to achieve. They utilise a wealth of experience and knowledge to inform their practice. This is embedded in the staff team by effective professional development strategies, including peer observation, supervision sessions and accessing specialist training. Methods of teaching are applied consistently by the staff team, which provides stability for children. However, while some teaching interventions are of an exceptionally high quality, not all staff consistently interact with children with high levels of teaching input. For example, they do not always help children to develop a clear understanding of why there are boundaries, in order to support children's ongoing learning.
- Staff form effective relationships with their key children. They understand that the needs of each child vary and reflect on how they can support them effectively. For example, they adapt their daily routine to allow for more time outdoors to help children's self-regulation. Children's behaviour is good.
- Children are calm in the pre-school and show positive attitudes to staff and the inspector. However, some staff do not always set ambitious next steps for most-able children. They do not consistently recognise how they can build on children's learning, particularly indoors, to extend their learning to a higher level.
- Children with special educational needs and/or disabilities are supported exceptionally well throughout the pre-school. Staff work collaboratively to create an inclusive environment for all children. They deliver effective and focused learning opportunities that support targeted next steps. For example, staff use sensory resources to engage in fun activities. They respond sensitively to cues and gestures of nonverbal children and use simplified language to support communication and understanding. As such, children can participate fully in the pre-school and show high levels of well-being and positive relationships with staff.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

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

- improve staff's understanding of child development to ensure consistently high-quality teaching interactions
- help most-able children to make even better progress in their development by setting higher expectations for their learning.

## Setting details

<b>Unique reference number</b>	2679283
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10357622
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	50
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Lindley Preschool CIO
<b>Registered person unique reference number</b>	2679284
<b>Telephone number</b>	07905725128
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lindley Preschool re-registered in 2022 and is located in the Lindley area of Huddersfield, West Yorkshire. The pre-school operates term time only and offers limited holiday sessions for children. All sessions are from 9am to 6pm, Monday to Friday. The pre-school employs 14 staff, of whom 11 hold a level 3 or above childcare qualification. The manager holds early years professional status. The provider offers the government funded places for childcare.

## Information about this inspection

### Inspector

Rob Yates

### Inspection activities

- 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.
- Children showed the inspector what they like to do when they are at pre-school.
- 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 manager and the inspector carried out a joint observation of an outdoor group activity.
- Parents shared their views of the pre-school with the inspector.

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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