

Inspection of Harden Pre-School

The Memorial Hall, Harden, BINGLEY, West Yorkshire BD16 1JP

Inspection date: 19 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy as they enter the setting. They show eagerness and enthusiasm about their learning and are very keen to participate in all activities that are available. Children thrive in this highly inviting and stimulating environment. Children's learning is tailored to their individual needs and capabilities and, as such, they acquire strong skills for when they move to school. Inclusive practice is to a very high standard, and the provision for children with special educational needs and/or disabilities (SEND) is excellent. Children's personal, social and emotional development is extremely well supported, with children's well-being a primary focus of the setting. Children develop close attachments to the caring and nurturing staff team. They demonstrate that they feel safe and secure at the setting. Children behave exceptionally well and form strong friendships with one another.

Children benefit from a highly ambitious curriculum that incorporates the seven areas of learning. Children are encouraged to explore sensory activities. For example, younger children are encouraged to play with play dough and red coloured rice, in recognition of Chinese New Year celebrations. Older children engage in making their own play dough, following a 'recipe'. All children in the setting were encouraged to learn about life cycles and how butterflies develop from caterpillars. The understanding of this concept is sequenced when children move from one room to the next as they grow.

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

- The extremely dedicated leadership and management team lead by example. The team offers continuous support, encouragement and guidance to the highly committed staff team. The leadership and management team has excellent practices in place to promote staff well-being. This includes development and training opportunities within the setting, as well as additional opportunities for discussion and reflection.
- The setting is highly inclusive. Children with SEND progress very well in their development. Staff work in partnership with other professionals to help children focus on their learning. Children who arrive at the setting with less developed speech, language and social skills make excellent progress. Staff work extremely hard to identify children's individual needs and support their development in ways that take account of their personality and character.
- Children develop caring friendships with others. They play together and are happy for others to join in their play. Children understand the routines of the setting and any rules and boundaries that are put in place. This supports children's understanding of respect and tolerance. It also promotes children's abilities to self-regulate and manage their own behaviour.
- Partnership working with parents is a particular strength of the setting. Parents

compliment the dedicated staff on how well they support children in their development. For example, parents are invited to craft sessions that are organised by the setting so that children feel more comfortable and staff can get to know children and parents better. This helps parents feel valued and supported, and children develop securely. Parents are also provided with information about what children are learning about at the setting, as well as daily care routines. They receive regular photographs of children during activities.

- Children run, jump, balance, paint and play group and team games in the outdoor area. Older children play 'What's the time, Mr Wolf?' with staff and are encouraged to count, while younger children learn how to kick and throw balls with accuracy and listen to stories. When indoors, older children show excellent levels of concentration and hand-eye coordination when using scissors to cut paper and to manipulate play dough. Younger children are encouraged to consider early mathematical concepts, like weight and measurements. An example of this is demonstrated when children are asked to compare the weights of two bowls that contain rice.
- Staff expertly follow children's interests in their play and encourage children to talk about their likes and dislikes. This enables staff to constantly and consistently plan activities that incorporate what children like to do with what staff want them to learn. Children are exposed to rich and complex vocabulary and join in with conversations. This helps to promote their communication and language skills.
- Children's independence skills are very well supported. For example, children are able to access their own items of outdoor clothing from their allocated pegs and put them on in preparation for going outside. Children are also encouraged to self-select resources and equipment. Children's development and independence are considered appropriately, according to their capabilities and maturity before their move to the next room. This promotes their self-awareness, self-confidence and resilience.

Safeguarding

The arrangements for safeguarding are effective.

The manager demonstrates an excellent knowledge of safeguarding and child protection matters. She shares this information with the highly vigilant staff team. There are extensive recruitment and induction procedures in place, and the manager reviews staff's ongoing suitability. This means that those working with children are suitable to do so. Staff show substantial awareness of safeguarding issues. They complete training and participate in quizzes, scenarios and questionnaires. This helps to keep their knowledge up to date. All staff follow a highly detailed safeguarding policy.

Setting details

Unique reference number	301952
Local authority	Bradford
Inspection number	10263721
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	56
Name of registered person	Harden Pre-School Committee
Registered person unique reference number	RP523638
Telephone number	01535 275019
Date of previous inspection	10 May 2017

Information about this early years setting

Harden Pre-School registered in 2000. The pre-school employs 10 members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above, including the manager, who holds a level 6 childcare qualification. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.55am to 11.55am and 11.55am to 2.55pm. The breakfast club runs from 7.30am to 8.55am and a lunch club operates from 11.55am to 12.55pm. The after-school club runs from 2.55pm to 6pm. The setting offers full wraparound care for children aged two to 11 years. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Briggs

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 their evaluation of the provider.
- 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 spoke to the manager and staff about their safeguarding knowledge, training and practice to assess the effectiveness of this within the setting.
- The inspector observed the interactions between staff and children.
- The inspector took account of parental feedback and views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector had discussions with the leadership and management team about the quality of education that is provided, as well as general management of the setting and support for staff.
- The inspector and the manager performed a joint observation of an activity, to evaluate and discuss practice 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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