

Inspection of The Northern Lights Preschool and Out of School Club

Northern Lights Preschool, Arnold Street, Halifax HX1 5EE

Inspection date:

11 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are nurtured to become confident learners and communicators under the care of dedicated staff at this diverse and inclusive pre-school. Leaders and staff are committed to supporting children's knowledge of other cultures and backgrounds. For example, children find out about places of interest, animals and foods from around the world. They learn songs and rhymes in their home and other languages. Children join in with singing a good morning song each day and say hello to their friends. This supports children to develop a deep sense of belonging to the pre-school, and as a result, children flourish as they learn and play.

Leaders and staff put in place effective daily routines to support children's speaking and listening skills. For instance, children hear and join in with daily songs and stories. They eagerly sit and listen to their favourite stories which staff read with expression and enthusiasm. Children show their knowledge of repeated words and phrases from the story. Staff are exceptionally skilled at joining in with children's play and supporting their language skills. Consequently, children develop their communication skills at a rapid pace.

Staff have exceedingly high expectations for children's behaviour. For example, when children need further support to manage their behaviour, staff encourage children to speak to each other about how their actions make them feel. Staff use timers to support children to learn how to wait patiently for their turn with the toys. Children happily share the toys and resources with their friends when they have finished playing. Staff act as good role models for children, and in turn, children learn to be kind and respectful towards each other.

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

- Staff have a clear understanding of the skills and knowledge that they want children to learn by the time they leave the pre-school. They put in place purposeful activities and experiences that focus on helping children to develop these skills. Staff thoughtfully consider how to plan and resource the learning environment to meet children's needs and stimulate their interests. As a result, children show high levels of engagement as they take part in independent or adult-directed play and activities.
- Leaders and staff understand the importance of inspiring children to be healthy and take part in exercise. They ensure that children have opportunities to be outside in all weathers. Children enjoy taking part in daily physical activity, such as 'the daily mile'. This provides children with the time and space to run and be active. Children learn that being active helps them to stay fit and happy.
- Leaders and staff work in partnership with other professionals, such as health

visitors and the Portage team. This supports them to put in place successful strategies to support children with special educational needs and/or disabilities (SEND). For instance, staff set up sensory activities to support children to feel settled when they arrive to the pre-school. Leaders and staff ensure that appropriate educational and care plans are in place to support children when they move on to new settings. Parents and carers report that children with SEND make excellent progress. They are appreciative of the support from leaders and staff.

- Staff provide daily experiences to support children to develop their independence and self-care skills. For example, children learn to serve their own drinks and fruit at snack time. They take part in daily toothbrushing sessions. Children help to take care of the pre-school's pet tortoise. These opportunities support children to learn to develop high levels of confidence in their own abilities.
- Leaders and staff build strong relationships with parents and carers. Staff invite parents to attend regular meetings with their children's key person. They encourage parents to attend stay-and-play sessions with their children at the pre-school. This helps parents to be well informed about their children's learning and experiences.
- Leaders and staff provide activity packs, books and toys for parents to share with their children at home. Parents are encouraged to post any learning at home on an app that the pre-school uses to communicate with parents. This promotes a two-way flow of information about children, which in turn, promotes continuity for their care and development.
- Leaders have an ongoing commitment to reviewing the quality of the pre-school provision. They have an excellent oversight of the pre-school and regularly observe and monitor staff's practice. Leaders value the views and opinions of staff. They review their workload to ensure that their well-being is supported. These approaches foster a highly competent staff team who work well together to provide positive learning and care experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2809262
Local authority	Calderdale
Inspection number	10389541
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	1 to 5
Total number of places	65
Number of children on roll	65
Name of registered person	Association of Islamic Charitable Projects
Registered person unique reference number	RP901767
Telephone number	01422 251925
Date of previous inspection	Not applicable

Information about this early years setting

The Northern Lights Preschool and Out of School Club opened in 2012 and re-registered in 2024. It is located in Calderdale and is managed by a voluntary organisation. The pre-school employs nine members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds a qualification at level 6. The pre-school operates Monday to Friday, during term time. Sessions are between 7.20am until 3.25pm for early years care, and after-school care is provided between 3.25pm until 6pm. The pre-school receives specific funding for disadvantaged children and offers government funded childcare for children aged between nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector spoke with the manager and staff about their safeguarding knowledge and responsibilities.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views on 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.

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