

Addingham Preschool

Unique reference number (URN): EY416548

Address: C/O Addingham Primary School, Bolton Road, Addingham, ILKLEY, West Yorkshire, LS29 0NR

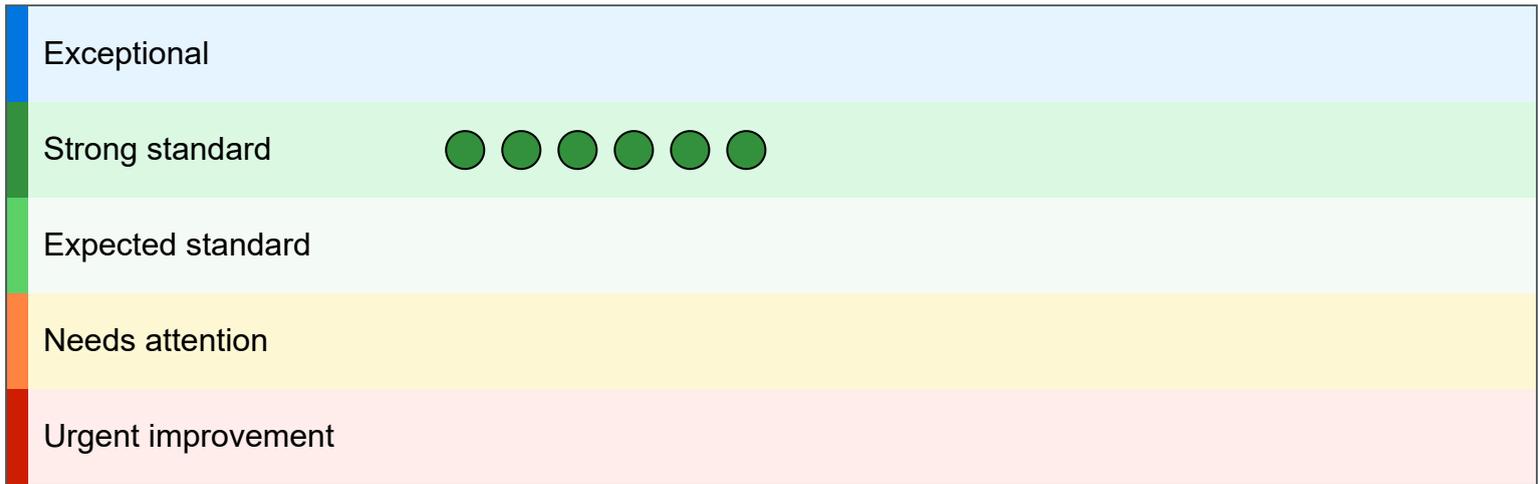
Type: Childcare on non-domestic premises

Registered with Ofsted: 02/11/2010

Registers: EYR, CCR

Registered person: Addingham Pre School Playgroup Committee

Inspection report: 2 December 2025



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children achieve well and make steady, secure progress from their starting points. Their communication flourishes because staff model rich language, introduce new words with care and spark conversation throughout the day. During group times, children listen with interest, share their ideas and join counting and number activities with growing confidence. They delight in noticing patterns, ordering numbers and comparing sizes as part of their play.

Disadvantaged children, children with special educational needs and/or disabilities and those who speak English as an additional language also achieve strongly. Leaders act early to remove barriers, and staff adapt routines and teaching, so every child can take part fully. Individual plans are followed closely, and this is reflected in children's increasing confidence, sustained engagement and willingness to take on new challenges.

Across the curriculum, children build the foundations they need for their next steps. They strengthen fine motor control, explore creative ideas, solve problems together and show care and responsibility when helping with the guinea pigs. By the time they leave, children are confident, capable and ready for school.

Behaviour, attitudes and establishing routines

Strong standard ●

Children behave exceptionally well. Leaders have created a calm, predictable environment where expectations are clear. Children arrive ready to learn. They settle quickly and move straight into purposeful play. They follow routines with confidence and respond to gentle guidance from staff. In group time, children listen carefully, wait for their turn and celebrate each other's ideas.

Children show highly positive attitudes to learning. They join activities with curiosity and stay focused for long periods. They take pride in their work. When caring for the guinea pigs, children show patience and gentle behaviour. Outdoors, they create games with balls, use the obstacle course with growing confidence and manage risks sensibly. They ask for help when they need it.

Leaders work closely with families to build strong attendance habits. They follow up absences quickly and offer support when routines become difficult. This helps all children,

including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), attend consistently and stay engaged.

Staff adapt expectations sensitively. They break tasks into simple steps and demonstrate first. This gives children with SEND the time and clarity they need to succeed.

Children feel secure, valued and motivated. Their positive attitudes and respectful behaviour help them thrive.

Children's welfare and well-being

Strong standard ●

Children are well cared for and feel safe. Staff know each child closely and respond quickly to their needs. Leaders have created an inclusive environment where every child's welfare matters. Staff notice when a child needs reassurance, space or a quiet moment. Children with special educational needs and/or disabilities (SEND), children learning English and children who have faced disadvantage receive sensitive, consistent care that ensures they feel fully included.

Relationships are extremely secure. Children seek out trusted adults and settle quickly after short moments of comfort. Staff use calm voices and clear routines. Children begin to name their feelings and accept help when they find things difficult. They recover quickly because they feel understood.

Daily routines support children's health and safety. Children learn how to manage their personal needs and take growing responsibility for themselves. A visiting dentist helps them understand why oral health is important. Community police visit to teach children who keeps them safe and who they can ask for help. These experiences strengthen children's understanding of their physical development and personal safety. Children handle tools safely and look after their environment with pride. Staff give simple, practical safety messages indoors and outdoors.

For children with additional needs, leaders tailor routines carefully. Visuals, sensory supports and predictable sequences help every child feel secure, confident and ready to take part.

Curriculum and teaching

Strong standard ●

Leaders have designed a clear, broad and purposeful curriculum. They talk clearly about what children are learning now and how it helps them develop the skills they will need later on, including early writing. Staff understand this very well. They set up activities that match children's development and use every opportunity to build vocabulary, early maths and imaginative thinking. Staff notice children's ideas and help them develop them further. For example, when a group of children began singing a rainbow song, staff noticed their excitement and joined in. They encouraged the children to turn this into a creative project by making their own rainbow pictures. Children chose colours carefully, talked about their ideas and felt proud when staff celebrated their creativity.

Teaching is calm, thoughtful and responsive. Staff join play with purpose, modelling language, describing actions and introducing new words in ways children understand. They

use open-ended questions, visual prompts and gesture to help children express ideas and stay engaged. Staff give children time to think and space to solve problems, which helps them develop confidence and independence.

Leaders ensure teaching meets the needs of all children. Adaptations for children with special educational needs and/or disabilities and those learning English are woven into daily interactions through simplified language, pacing, visuals and sensory supports. Staff check understanding continually and discuss development as a team. This means they can adjust teaching straight away, so children remain challenged and successful. Practitioners know what children can do and use this knowledge to shape next steps in learning.

Inclusion

Strong standard ●

Leaders create a deeply inclusive culture where every child is respected and understood as an individual. Staff know how to identify needs early because they are very well trained. They know children well and notice even small changes in behaviour or language. Leaders act quickly. They speak with families and introduce early intervention strategies, so children get the right help straight away. This ensures children with special educational needs and disabilities (SEND), those who speak English as an additional language and those who have faced disadvantage or disruption do not fall behind and can catch up swiftly.

Leaders reduce barriers effectively. They use clear structures, visual aids, gestures, simplified language and tailored support for all children. These adaptations are part of everyday practice. As a result, children with SEND access the same learning as their peers and take part fully and confidently. Staff follow the graduated approach rigorously. They review plans often, involve parents and adjust support as soon as children move forward.

Leaders work closely with parents and external professionals. Advice from the local authority, speech and language therapists, teachers and paediatric teams shapes daily practice. Leaders model strategies, so all staff use them consistently. Early years pupil premium funding is used thoughtfully to give disadvantaged children stability, language support and extra time in the setting. This strengthens their confidence, communication and independence. Children make secure and meaningful progress because inclusion is strong, strategic and woven through the whole provision.

Leadership and governance

Strong standard ●

Leaders are conscientious, committed and deeply rooted in the community they serve. There have been no significant changes to leadership or context, and this stability supports the consistently strong daily practice. Leaders know families well and understand the hopes, pressures and needs that shape children's lives. This insight guides their decisions and keeps the focus firmly on what children need to flourish. They act early when barriers arise and make thoughtful changes that improve daily experiences, particularly for children with special educational needs and/or disabilities (SEND), children learning English and those who have faced disadvantage.

Governance is effective. Leaders explain that committee members have clear roles and support key processes, such as supervision, safer recruitment and policy oversight. Their

involvement strengthens leaders' capacity to maintain high standards and ensures statutory responsibilities are met.

Staff's wellbeing is a clear strength. Leaders check in with staff often and use supervision to offer guidance, reassurance and professional challenge. The open-door culture is genuine. Staff say they can talk to leaders at any time and feel heard. As a result, morale is high, and staff feel happy in their jobs, and stability across the team benefits children every day.

Professional development is purposeful and ongoing. Leaders share new learning with staff and model strong practice. SEND leadership is highly effective, with clear systems, careful monitoring and strong partnership work with external agencies.

Leaders have shaped a caring, inclusive and community-led provision where staff thrive and children flourish.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive full of energy and settle quickly because the routines are familiar and reassuring. Staff greet each child with genuine warmth and notice straight away who needs a quiet moment or a little extra support after being away. This helps every child feel safe as soon as they step inside. Children with special educational needs and/or disabilities (SEND) benefit from calm, predictable transitions that help them feel secure. Throughout, children show independence and confidence; they know where things belong and take pride in looking after the environment.

Children enjoy their learning. They explore with curiosity and often become absorbed in play for long periods. Staff tune in carefully to what children are doing. They introduce new ideas,

extend conversations and build rich language without interrupting the flow of play. Children take part in early maths, mark making, problem-solving and imaginative play through activities that are carefully presented to spark interest. They show real pride in their achievements and enjoy celebrating their success with staff and friends.

Children achieve well from their different starting points. They develop strong independence. Many hang their coats, wash their hands and organise their belongings without help. Staff give children time to try, and this builds confidence and resilience. Children with SEND, those learning English and those who face barriers make secure progress because staff identify needs early and adapt teaching quickly. Children are very well prepared for their next stage of learning.

Children really belong; they form warm, trusting relationships with staff and play kindly with their peers. They show care for one another. For example, children check in on friends and offer help without being prompted. Parents describe the setting as welcoming and say they feel involved in their children's learning. Leaders promote regular attendance, so children benefit from consistent routines that support their wellbeing. Children thrive here as they feel understood and valued. They gain the confidence, relationships and skills they need to flourish.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, practitioners and the special educational needs coordinator during the inspection.

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.

Inspector:
Clare Bligh

About this setting

Unique reference number (URN): EY416548

Address:

C/O Addingham Primary School, Bolton Road
Addingham
ILKLEY
West Yorkshire
LS29 0NR

Type: Childcare on non-domestic premises

Registration date: 02/11/2010

Registered person: Addingham Pre School Playgroup Committee

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 16:30

Local authority: Bradford

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 2 December 2025

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

30

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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