Little Gleddings

Unique reference number (URN): 2802010

Address: The Gleddings School, Birdcage Lane, Halifax, HX3 0JB

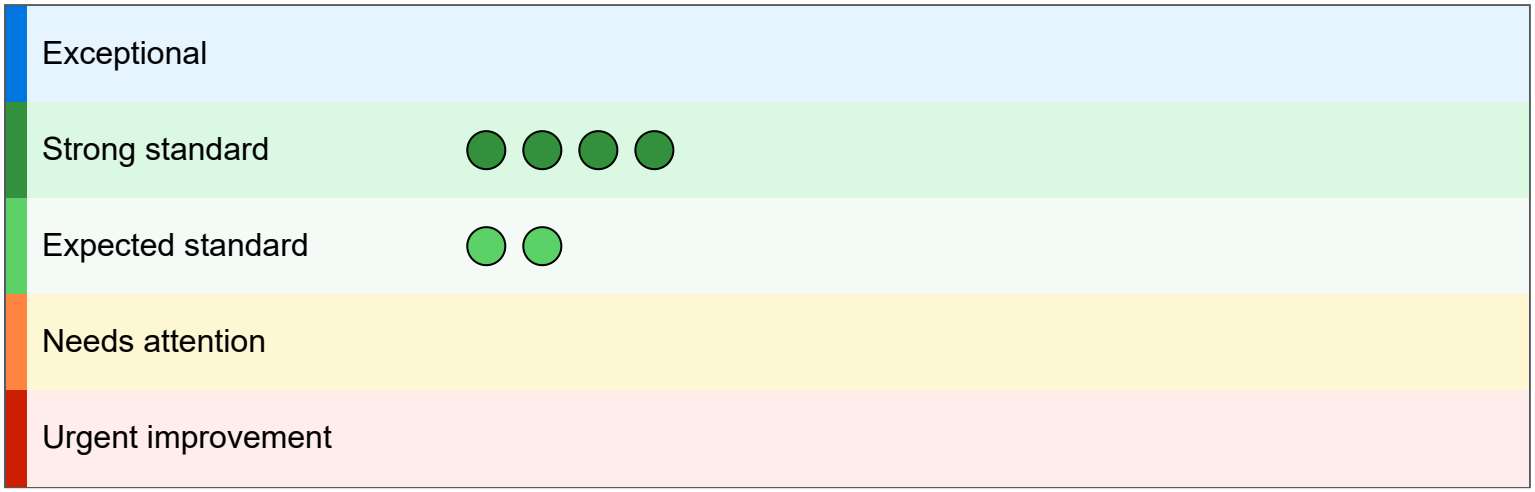
Type: Childcare on non-domestic premises

Registered with Ofsted: 14/08/2024

Registers: EYR

Registered person: Gleddings School Limited (The)

Inspection report: 11 June 2026



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, including those with special educational needs and/or disabilities and those who speak English as an additional language, make clear and sustained progress across the curriculum. Purposeful experiences provide age-appropriate learning that support children's ongoing development effectively. Children become independent, motivated learners who achieve exceptionally well. Older children are confident speakers who consistently express their ideas and ask questions. Babies develop their listening and speaking skills through stories, songs and rhymes. All children acquire the knowledge and skills needed for future learning, approaching new experiences with confidence and resilience.

Children's achievements are recognised at every stage of development, helping to strengthen their confidence and self-esteem. They are excited to explore the wide range of learning opportunities available and overall, remain fully engaged. Any weaknesses in teaching do not have an impact on children's overall achievement. The setting and on-site school work in extremely close partnership to support smooth and high effective transitions. This means all children are exceptionally well prepared for the next stage of their learning journey.

Behaviour, attitudes and establishing routines

Strong standard

Children behave extremely well and demonstrate highly positive attitudes to their learning. They are kind, considerate, listen carefully and follow instructions and routines. Leaders have established clear expectations for behaviour that are consistently applied throughout the setting. Staff use group times to remind children about expectations, such as sitting properly and listening carefully. Staff respond calmly and respectfully to children while considering their individual needs. They model positive behaviour effectively and use regular praise to build children's self-esteem and confidence. For instance, children are rewarded with stickers to celebrate their achievements. They proudly show visitors their stickers and delight as they explain why they have received them.

Children form secure attachments with their key person and settle quickly through sensitive and personalised routines. They develop secure friendships and engage in shared play, negotiating roles and ideas with increasing confidence. Staff model good manners throughout the day by using phrases such as "please" and "thank you", encouraging children to show respect towards others. Staff adapt routines and behaviour strategies to meet children's individual needs. For example, staff support children with special educational needs and/or disabilities by providing access to a space where they can regulate their emotions and feelings in a safe and calm space when needed.

Leaders place emphasis on regular attendance and understand its importance for children's learning, development and wellbeing. Children's positive attitudes, secure relationships and growing independence help them to make the most of the opportunities available. They are confident, cooperative and well-prepared for their next stage of learning.

Children's welfare and wellbeing

Strong standard

Leaders ensure children's welfare and wellbeing is placed at the heart of the setting. Staff tailor care to meet each child's individual needs, including those with special educational needs and/or disabilities. Highly nurturing relationships between staff and children help them feel safe, valued and emotionally secure. This contributes to the exceptionally calm and happy atmosphere across the setting. Staff sensitively support children's care needs, including toileting and handwashing. They support children to understand good hygiene by discussing the importance of washing away the germs with children.

Staff place a high priority on promoting children's understanding of developing healthy lifestyles. Children enjoy balanced meals and snacks prepared by the school chef. Staff use mealtimes to discuss healthy food choices with children. Children develop independence from an early age as they use knives and forks and pour drinks. All children enjoy daily opportunities to be physically active outside. Children embrace appropriate risk and challenges in their play and learning. For example, during forest school sessions children learn to use tools and climb safely. This helps children build confidence and resilience in their abilities.

Staff implement effective procedures to keep children safe. Children are supervised appropriately during mealtimes. Sleeping arrangements are safe and well established. Staff adapt care routines to ensure children feel safe and secure. For instance, children who needs support to regulate their emotions access a calm space where needed. Children thrive in this nurturing environment.

Inclusion

Strong standard

Leaders and staff place inclusion at the heart of the setting and are highly ambitious for every child. Robust assessment and close monitoring help staff identify children's needs early and adapt support to reduce barriers to learning and wellbeing. Staff work closely with parents, carers and external professionals to review progress and ensure children receive timely and effective support. Additional funding is used effectively to enhance children's experiences and provide targeted interventions that improves their outcome.

Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. Staff adapt teaching to help children access the curriculum alongside their peers. For example, personalised resources, such as sensory toys and small-group activities support children to participate fully. Leaders engage proactively with other professionals, drawing on their advice to inform practice and secure highly effective and consistent approaches. This means children with SEND make rapid progress from their starting points alongside their peers.

Children who speak English as additional language are supported effectively. Staff use visuals, gestures and key words in children's home languages to aid understanding and help them express themselves confidently. Secure partnerships with families help staff understand children's backgrounds, interests and experiences, Staff work closely with the on-site school to plan and support transitions. The effective sharing of information and consistent approaches help children move confidently to their next stage of learning. All

children are valued as individuals, develop a sense of belonging and make excellent progress from their starting points.

Expected standard

Curriculum and teaching

Expected standard

Overall, leaders monitor the quality of curriculum and teaching and identify where staff require additional support. Staff adapt teaching to meet the individual needs of all children, including those with special educational needs and/or disabilities. For example, staff provide targeted one-to-one support to help children understand expectations, engage in activities and build on what they already know and can do. Staff weave mathematical learning naturally through everyday experiences. For instance, during an under-the-sea themed activity, children delight as they explore sand and shells. Staff encourage children to compare sizes, use mathematical language and count the shells they find.

Children benefit from a curriculum that places a clear emphasis on outdoor learning and forest school experiences. Staff extend learning by linking activities to familiar stories and themes. For example, children use binoculars to search for bears in the woodland following their exploration of the story 'we're going on a bear hunt'. This helps children revisit and deepen their understanding of text through imaginative play whilst promoting their curiosity of the world around them.

Children typically benefit from purposeful teaching and interactions that supports their progress across the curriculum. Staff model language well, engage children in meaningful conversations and encourage them to ask questions and share their ideas. However, staff do not always recognise when quieter, less confident children need encouragement to engage with their friends. In addition, at times, staff ask questions in quick succession without giving children enough time to think and respond. This means opportunities to promote children's communication and language skills are not yet consistently embedded.

Leadership and governance

Expected standard

Leaders have a clear understanding of the setting's strengths and areas for development. During the inspection they identified clear priorities to further strengthen teaching and children's engagement in learning. Leaders are reflective and seek regular feedback from staff, parents and the school community. This helps to drive continuous improvements to secure the best possible outcomes for all children. Those responsible for governance maintain effective oversight of the setting.

Leaders recognise the importance of partnerships with parents and other professionals. They draw on guidance from external agencies, such as speech and language therapists and the on-site school leadership team. This helps to enhance practice and fully support children's development. Parent partnerships are highly effective. Parents receive daily updates and photos through an online platform, alongside information to support children's learning at home. Parent speaks highly of the warm, caring and approachable staff team and comment on the significant progress children have made since starting.

There is a positive culture of support for staff wellbeing across the setting. Staff describe feeling valued, well supported and proud to work at the setting. Leaders use regular observations and supervision sessions to identify professional development needs. They link these to targeted training opportunities to further enhance staff practice. Inclusion funding is used effectively to enhance provision for children with special educational needs and/or disabilities. Leader articulate confidently how additional funding would be used to support disadvantaged children and promote positive outcomes for all children.

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

Children thrive in this fully inclusive environment where they feel safe, valued and ready to learn. They form secure relationships with warm and caring staff, seeking comfort, reassurance and encouragement when needed. Children and their families are welcomed into the setting, helping them develop a strong sense of belonging. Children benefit from well embedded partnerships between home and the setting, where families' contributions help staff understand their experiences and individual needs. Children build positive friendships and learn to cooperate during play. For example, they share resources, negotiate roles and work together in small groups. All children, including those with special educational needs and/or disabilities, receive highly tailored support that helps to reduce barriers to learning and wellbeing.

Children benefit from an ambitious and well-sequenced curriculum. They approach learning with enthusiasm and curiosity. Overall, staff support children to engage purposefully in experiences that extend their knowledge and skills across the curriculum. For example, children investigate sound and music through exploring musical instruments. Staff support them to distinguish between loud and quiet sounds as they experiment with how to play them. Children develop physical confidence through climbing, balancing and taking part in forest school sessions outdoors. These meaningful experiences broaden children's understanding of the world and enrich their learning.

Children communicate confidently and take pride in their achievements. Overall, children join in eagerly with songs, stories and conversations that strengthen their vocabulary. Children who need additional support receive sensitive guidance to help them regulate their emotions and participate fully. Staff support children to become increasingly independent as they manage routines and make choices in their play. Children's individual interests, strengths and personalities are recognised and celebrated, helping them to develop confidence and a positive sense of self. Children attend regularly and staff work closely with families to promote the importance of attendance and consistent routines. Children behave

exceptionally well. They demonstrate resilience, confidence and positive social skills, preparing them fully for their next stage of learning and eventual move to school.

Next steps

- Leaders should develop staff questioning techniques so that children are given sufficient time to think, formulate their own ideas and respond independently, further promoting their communication, language and critical-thinking skills.
- Leaders should strengthen staff practice further to ensure all children, particularly those who are quieter or less confident, participate fully and benefit consistently from purposeful interactions and learning experiences.

About this inspection

The inspector spoke with leaders, staff, parents 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:
Jenny Cowton

About this setting

Unique reference number (URN): 2802010

Address:
The Gleddings School
Birdcage Lane
Halifax
HX3 0JB

Type: Childcare on non-domestic premises

Registration date: 14/08/2024

Registered person: Gleddings School Limited (The)

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:00 - 18:00

Local authority: Calderdale

Facts and figures used on inspection

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

This data is from 11 June 2026

Children numbers

Age range of children at the time of inspection

0 to 3

Total number of places

56

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 standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard 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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