

# Paradise Early Years

**Unique reference number (URN):** 2821135

**Address:** Brilliant Minds, Forge Lane, Dewsbury, WF12 9EJ

**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 21/05/2025

**Registers:** EYR

**Registered person:** Paradise Early Years Limited

## Inspection report: 14 July 2026

|                    |                                                                                     |
|--------------------|-------------------------------------------------------------------------------------|
| Exceptional        |                                                                                     |
| Strong standard    |  |
| Expected standard  |                                                                                     |
| Needs attention    |                                                                                     |
| Urgent improvement |                                                                                     |

### 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 make strong, consistent progress through a carefully sequenced curriculum and effective teaching.

Children know how to use rich and ambitious vocabulary and do so confidently throughout their day. They listen carefully, respond to questions and take part in conversations that help them think and express themselves clearly. Children understand that talking, listening and sharing ideas help them learn, and they use these skills to build confidence in new situations. Through these purposeful interactions, children show they can communicate effectively, expand their vocabulary and engage positively with others.

Children recognise and overcome barriers to their learning because they know how to use the strategies that help them. They confidently follow familiar routines and adapt to new ones, showing they can take part fully in all activities. Children understand their individual plans and use them to stay engaged, persevere and build resilience. As a result, they demonstrate growing confidence, sustained focus and a readiness to tackle new challenges independently.

Children build strong relationships with their peers and reflect the positive language and attitudes modelled by staff. Staff support transitions to school extremely well, adapting their approach to each child's needs and stage of development.

### Behaviour, attitudes and establishing routines

Strong standard ●

Leaders and staff set high expectations for behaviour, so children demonstrate excellent attitudes and show respect for adults, peers and their environment.

Children thrive in a calm, respectful and purposeful environment where routines are well established, expectations are clear and adults consistently model kindness and empathy. They are also supported to develop spiritually and morally, strengthening their Islamic values, habits and character.

Staff build warm, trusting relationships that help children feel a strong sense of belonging and become confident, motivated learners. Staff make mealtimes relaxed, sociable occasions where children develop independence and enjoy conversations with adults and friends.

This calm atmosphere is evident during circle time, where even the youngest children sit well, engage and join in with songs, rhymes and prayers. Children show positive attitudes towards one another, take turns and when conflicts arise older children often have the language tools they need to solve these, where staff model this language for younger children. For example, staff explain how a child may be feeling as a result of not sharing and how we can help make them feel happier. Leaders work closely with parents to promote regular and punctual attendance.

Children behave well, feel valued and develop strong foundations for lifelong learning.

## Children's welfare and wellbeing

Strong standard 

Children's welfare and wellbeing are given the highest priority. The setting is calm and welcoming. Children are greeted by their key person each day, helping them settle quickly and develop a strong sense of security and belonging. Staff know each child very well and respond sensitively to individual needs, offering reassurance, close support or space when needed. These secure relationships help children feel emotionally safe and confident to explore.

Children develop independence during self-care routines, including hand washing and personal hygiene. They bring their own snacks and packed lunches and talk about the different foods they eat. Parents receive support and guidance on how to make healthy choices so that children's lunches are nutritious. Children use toothbrushes and toothpaste to clean dinosaurs' teeth while staff discuss the importance of brushing. This helps children learn about oral hygiene in a fun and engaging way.

Staff promote daily physical play through outdoor obstacle courses and a shipwreck climbing frame. Children use these areas confidently. They learn to manage risk, develop balance, core strength and gross-motor skills. Staff teach them to move safely around obstacles on bikes and climb with control. This supports physical wellbeing, resilience and confidence.

Parents value the clear daily communication, personalised induction procedures and supportive settling-in process, which keep them well informed about their child's care.

## Curriculum and teaching

Strong standard 

Leaders have designed a broad, ambitious curriculum that nurtures children's curiosity, encourages exploration and supports meaningful progress across all areas of development. Staff deliver high-quality teaching that supports every child, including those with special educational needs and/or additional barriers to learning and wellbeing. Through the leadership team's clear vision and staff's consistent implementation, the curriculum is broad, balanced and carefully sequenced. It equips every child with the knowledge and skills they need for future learning and wellbeing.

Leaders and staff give strong priority to communication and language through rich interactions across the curriculum. Communication cue cards are used consistently to help staff promote children's language development. Babies benefit from sensory experiences, such as rice play, which supports their physical development and early gross-motor skills. Staff make excellent use of the large outdoor space and natural environment. They help children develop coordination, agility, core strength and motor skills, while using natural resources in the mud kitchen to encourage role play and communication as children make soups and pies.

Staff plan engaging activities that deepen children's understanding. For example, children use green pasta and pipe cleaners to make caterpillars, developing fine motor skills while linking the activity to a favourite story. Staff ask purposeful questions to check children's

understanding and extend their thinking. They regularly monitor progress and set individual, focused targets, which they share with parents to help children build knowledge over time.

## **Inclusion**

**Strong standard** ●

Leaders create a robust culture of inclusion that ensures every child is well supported. Leaders swiftly identify any emerging needs children may have from the moment they start at the setting through baseline assessments. Staff meet with parents before their child starts to gain information to develop a clear understanding of the child, including what they already know and can do and any individual needs they have.

Leaders' expert knowledge is shared effectively with staff, enabling them to identify children's needs early and adapt their practice accordingly. Staff rigorously monitor and evaluate children's progress, working closely with parents to use precise assessment information to evaluate the impact of support and adapt strategies promptly. Leaders have an excellent understanding of additional funding and use this purposely. They use targeted interventions and purchase appropriate equipment to support all children's learning. Leaders and staff provide a rich range of experiences for children who may not otherwise have access to outdoor play, recognising this as an important part of their development.

Parents are supported well by the specialist staff who aim to support children's development to continue at home. For example, they have created learning packs for children to take away and extend learning from the setting. Furthermore, parents are able to have regular, open and honest conversations with staff to share key information. This helps families feel listened to, fully supporting a collaborative approach. As a result, children benefit from consistent support at home and the setting, leading to the best possible outcomes.

## **Leadership and governance**

**Strong standard** ●

A key strength of the setting is leaders' commitment to delivering high-quality, fully inclusive care and education. Leaders are committed to continuous improvement and respond constructively to feedback from parents. They evaluate practice effectively, identify areas for development and ensure these priorities are shared and understood by staff at all levels.

Leaders place a high value on staff and make every effort to support them both within and beyond the setting. Regular, targeted training and coaching strengthen staff expertise and improve outcomes for all children, including those who face barriers to learning. Leaders monitor workload closely and take proactive steps to support staff wellbeing. Staff comment on receiving lots of support and are given frequent opportunities to develop new skills and further their careers. They speak highly of the leadership team and executive leadership team and feel they can approach them at any point for support.

Senior leaders support the wider community by helping families develop new skills and gain qualifications, enabling them to improve their own opportunities and act as positive role models for their children. They are passionate about building strong foundations in the early years so children achieve the best possible outcomes throughout their education and later life.

This consistent, relationship-centred approach supports children's development, helps parents feel valued and contributes to a motivated, professional staff team that has a

positive impact across the setting.

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

Children are welcomed into a warm, nurturing environment and greeted by their key person with a familiar Islamic greeting. This helps children who are of this culture feel valued and settle quickly. Staff get to know children and their families well through a thoughtful, gradual settling-in process, providing the care and support children need to form strong attachments. As a result, children are happy, emotionally secure and ready to learn. Children demonstrate respect and kindness by addressing staff as "Apa," a culturally rooted term that conveys warmth and esteem. This respectful form of address strengthens relationships and reinforces the setting's nurturing, inclusive culture, helping children feel secure, valued, and connected to the adults who care for them.

Children independently hang up their belongings and prepare for the day. Even babies take part in circle time, singing nursery rhymes and saying their prayers. Children sit extremely well and remain engaged throughout. Children access a range of age-appropriate resources. Babies explore rice and scented bags, using their senses while developing fine motor skills. They also benefit from their own well developed outdoor space, including water play and a ball pit, which supports coordination and physical development.

Children benefit from an engaging well developed rich curriculum that sparks enthusiasm for learning. Practitioners carefully consider each child's needs and interests, adapting activities so learning experiences are meaningful and responsive. They follow children's lead, comment on their play and introduce new vocabulary, supporting language development throughout the day. Children with special educational needs and/or disabilities succeed in this setting. Leaders and practitioners understand each child's individual needs and follow their development plans meticulously, ensuring the right support is in place from the start. As a result, all children make rapid progress towards reaching their full potential.

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## Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help to realise a transformational impact on all children's achievement and wellbeing.
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## About this inspection

The inspector spoke with leaders, executive leaders, practitioners, the special educational needs coordinator and parents and carers 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.

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### Inspector:

Victoria Gamble

## About this setting

**Unique reference number (URN):** 2821135

### Address:

Brilliant Minds  
Forge Lane  
Dewsbury  
WF12 9EJ

**Type:** Childcare on non-domestic premises

**Registration date:** 21/05/2025

**Registered person:** Paradise Early Years Limited

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:20 - 03:30

**Local authority:** Kirklees

## Facts and figures used on inspection

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



This data is from 14 July 2026

# Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

105

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## 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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