

Lindridge Pre-School Group

Lindridge C of E Primary School, Lindridge, Nr Tenbury Wells, Worcestershire, WR15 8JQ

Inspection date	10/10/2014
Previous inspection date	29/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Effective partnership with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- Clear self-evaluation and accurate identification of areas to develop make sure there is continued improvement to the quality of the pre-school.

It is not yet outstanding because

- Staff do not undertake peer observations as part of reflective practice, which means that opportunities to identify and share good practice regarding teaching and learning are missed.
- Children have fewer opportunities to access outdoor climbing and balancing equipment to fully extend their physical development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the managers and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Lindridge Pre-School Group was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building in the grounds of Lindridge C of E Primary School and is managed by a committee of parents. It is located approximately five miles from Tenbury Wells, just off the main Worcester to Tenbury Road. All children share access to an enclosed spacious outdoor area. The pre-school employs three members of staff. Of these, one holds an appropriate early years qualification at level 3 and one at level 5. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Friday, and from 9am to 12noon on Thursday. The pre-school operates term time only. There are currently 21 children attending, who are in the early years age group. The pre-school provides early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the systems in place for the performance management of staff, for example, by carrying out peer observations, in order to evaluate and monitor the impact of individual teaching skills, and so help raise children's attainment to the highest level
- enhance the good range of toys and resources already available, for example, by providing a wider range of outdoor climbing and balancing opportunities that will enhance children's physical development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective levels of support are provided to make sure children have opportunities to make good progress taking into account their starting points, how often they attend and the length of time they have been attending. The pre-school provides a range of activities, which children enjoy taking part in and which have a good balance of adult-led and freely chosen activities. Parents contribute to initial assessments of their child's starting points and are kept informed about their child's achievements and development through regular verbal and written feedback. As a result, parents are able to support their child's learning at home. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to make sure they are meaningful to children and reflect their stage of development. Consequently, children are progressing well towards the early learning goals.

Children's communication and language skills are promoted well because teaching is good and staff engage in meaningful conversations with them. Staff listen carefully to what children say and ask them questions to help them develop their understanding. They chat happily together about familiar experiences, such as, the weather, what they had for breakfast and what they would like to do next. As a result, children's confidence and self-esteem is well supported. Children have good opportunities to spend time outdoors during all weathers, as they have a sheltered area where they can play outside. They also have access to the school's playground where they have space to move freely and ride bicycles. However, there are fewer opportunities for children to access climbing and balancing equipment to enhance their skills. The learning environment enables children to initiate their own play, as they self-select resources from a variety of easily accessible boxes. The staff join in with their play, which results in children who are confident, purposeful and imaginative learners.

All areas of the pre-school are vibrant and stimulating. Children's move between the pre-school and local schools is well managed, with children's assessments following on with them. Teachers from the attached school visit children in the pre-school, as well as the children regularly visiting the reception classroom. Children's personal and social skills are supported as they are encouraged to help with dressing themselves and performing self-care tasks, such as washing their hands. These are skills which help prepare children's readiness for school.

The contribution of the early years provision to the well-being of children

Children feel secure and safe because staff are very attentive and respond promptly to children's individual needs. Children who are unsettled when arriving are given skilful care and attention. The key-person system is very effective in supporting individual needs because staff take time to get to know all the children and build secure bonds. Initial information about children's starting points is obtained from parents, and staff give details of the days events through daily diaries and discussions. This allows children to make a smooth move into pre-school.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Close partnership with parents makes sure that children's needs are consistently met. Children's individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle as staff offer a variety of healthy snacks and talk to children about the importance of eating their vegetables at mealtimes. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children are encouraged to be independent as they help to pour their own drinks at snack time and clear their plates away afterwards. As a result, children's self-confidence is developed, which helps them become emotionally prepared for school.

Children's behaviour is managed extremely well because staff give clear messages to

them. Staff quickly diffuse any conflicts between children by helping them resolve any differences. They explain to children why some behaviour is not acceptable and give them examples of what to do if the same incident happens again. As a result, children are acquiring the skills needed to play with their friends and begin to identify when they need to seek help from adults. Children use good manners and are praised for doing so. Children receive gentle reminders to play nicely with the toys, to share and take turns. Children are reminded to walk while indoors and to sit properly on furniture. Consequently, children begin to learn the importance of keeping themselves safe.

The effectiveness of the leadership and management of the early years provision

Leadership and management is strong. There is a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. Safeguarding responsibilities are fully understood by the managers and staff, who clearly explain how they would deal with concerns that relate to children's welfare and safety. Effective vetting and recruitment systems make sure staff are suitable to work with children. Children's welfare is promoted as staff provide a safe environment for them to use, which is maintained through regular visual and written risk assessments.

A performance management system is in place and this includes regular supervision meetings between management and staff. Therefore, staff and managers have the opportunity to discuss training needs, key children and general performance management issues. However, there is scope to extend the performance management system further by implementing opportunities for staff to undertake peer observations of each other, so that staff reflect on each other's practice, building on the already good teaching that takes place. Systems are in place to monitor children's progress and where children may need additional support, activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing. Regular staff meetings are held to discuss best practice and children's progress. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team.

Staff are encouraged to participate in the pre-school's self-evaluation along with parents; consequently, planned actions to identify weaknesses are concerted and effective. The pre-school welcomes advice from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Consequently, parents are kept well-informed about their child's progress. Parents speak extremely positively about the pre-school and the progress their children make. They remark on how wonderful the staff are and how they have helped their children to settle quickly. Overall, children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	205271
Local authority	Worcestershire
Inspection number	865322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	21
Name of provider	Lindridge Pre-School Group Committee
Date of previous inspection	29/01/2010
Telephone number	01584 881647

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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