

Lindridge Pre-School

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



Inspection date

21 November 2017

Previous inspection date

10 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced staff team provides good-quality teaching to help children progress well from their starting points. They place a clear focus on promoting children's communication, listening and attention skills through their interactions.
- Staff provide a calm and nurturing environment. They place a strong focus on fostering children's personal, social and emotional development. The environment and routines are well organised with the needs of children in mind, and to help them increase their independence.
- Staff form close relationships with parents. They work closely with them to find out about their individual home circumstances and children's care and development needs. There are effective strategies in place to keep them up to date and involved in their children's learning.
- Relationships with the on-site school and the local schools that the children move on to are well developed to ensure good sharing of information about children's care and learning.

It is not yet outstanding because:

- Staff do not always have the very highest expectations of children's learning potential and miss opportunities to make full use children's assessment information to plan highly challenging activities to help them make the best possible progress.
- Staff do not consistently provide a rich range of activities to enthuse children's learning even further, with particular regard to exploring weight and measures, and rhyming.

What the setting needs to do to improve further

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

- raise staff's expectations of teaching and learning to the very highest level, and support them to use the information from children's assessments meticulously to plan highly challenging activities, to help children make the best possible progress
- continue to provide a rich range of activities to motivate children's learning even further in exploring weight and measures, and rhyming.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector spoke to parents during the inspection and looked at parent feedback surveys and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The manager, who also works alongside the staff daily, monitors staff practice to ensure the quality of teaching is good. She offers good coaching and support to staff to help further develop their practice. For example, staff benefit from regular supervisory sessions, staff meetings and targeted training opportunities to help increase their skills and knowledge. There are effective systems in place to gather the views of children, parents, and staff. This information is used well to adapt the service offered. Arrangements for safeguarding are effective. All staff are trained in child protection issues and know the procedure to follow if they have concerns about a child. Risk assessments are conducted to ensure the environment is safe and clean.

Quality of teaching, learning and assessment is good

Overall, staff provide challenging and enjoyable experiences based around the children's interests, such as the changing seasons. They also focus on a number, colour and letter of the week to help motivate children to learn. For example, children bring in items from home in relation to the 'bronze' colour of the week. Staff use whole-group sessions well as a teaching opportunity. For example, staff quickly capture the children's attention and teach them about the weather, days of the week and include opportunities for children to count and recognise number. Staff provide a broad range of experiences and opportunities for children to freely explore and discover through a good range of art and craft activities.

Personal development, behaviour and welfare are good

Staff are attentive to the needs of children and place a clear priority on helping children settle and gain confidence. They use positive strategies to encourage children to think about their behaviour and consider the feelings of others. Children are well behaved, easily follow instruction and enjoy the routine in place. Staff provide good first-hand experiences to teach children about being healthy. For example, children plant and care for a range of fruits, vegetables and herbs, and learn about the benefits of healthy eating. Children learn how to keep safe. For example, they learn about the role of the emergency services and have had a visit from the local community officer.

Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for their move on to school. Children are confident talkers. For example, during the show and tell session, children describe what they have brought in and others listen intently. Children recognise their own names during registration and on their placemats, and show a real interest in writing their names. Children thoroughly enjoy their imaginative play and using a range of media and materials. For example, children consider how colour changes as they roll the marbles covered in paint on the tray, and watch how they mix and create new colours. They enjoy outdoor play and have good opportunities to increase their physical fitness.

Setting details

Unique reference number	205271
Local authority	Worcestershire
Inspection number	1103090
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	9
Name of registered person	Lindridge Pre-School Group
Registered person unique reference number	RP518276
Date of previous inspection	10 October 2014
Telephone number	01584 881 647

Lindridge Pre-School registered in 1992. It operates from a building in the grounds of Lindridge C of E Primary School near Tenbury Wells, Worcestershire. There are three staff employed who work directly with the children. Of these, one holds an early years qualification at level 5, one holds a qualification at level 3 and the other holds a qualification at level 2. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Friday, and from 9am to 12pm on Thursday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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