

# Inspection of Lindridge Pre-School

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

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Inspection date: 16 May 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

There has been a recent incident where staff left a child in the care of an unvetted adult. This placed the child at unnecessary risk of harm. The curriculum does not take into consideration the different ages and stages of children's development. During planned activities, staff often set tasks that are too challenging for younger children to be able to accomplish. Children do not always access resources that are purposeful and build on prior knowledge. There are also occasions where staff do not prepare some children well enough for the changes in the routine throughout the day. As a result, some children become very frustrated.

Nevertheless, children are generally happy and settled. They call out to each other as they laugh, talk, roll around and play together in the tent. Staff use the children's interests to try and help calm them when they become unsettled. Children eagerly listen to stories. Staff speak clearly to the children and make comments about the pictures in the story. They ask the children to copy sounds, such as 'oink, oink', when they talk about the sound that pigs make.

## **What does the early years setting do well and what does it need to do better?**

- There have been recent changes to the nominated individual and the trustees of the setting. Ofsted has been informed of these changes, and the newly appointed nominated individual is aware of the procedures to follow to ensure that the appropriate suitability checks are undertaken. The new nominated individual has started to develop an action plan to help address weaknesses within the setting. However, she has not yet been in place long enough to bring about these improvements.
- The curriculum covers all areas of learning. However, leaders do not ensure that their curriculum is sequenced effectively to build on what children already know and can do over time. In addition, staff do not adapt adult-led activities so they are suitable and achievable for all children. During free play, staff do not ensure that children have access to purposeful learning experiences. This means that not all children receive the right support and learning opportunities that help them to make the progress they are capable of.
- Staff comment positively about the support they receive from leaders. They have regular opportunities to discuss their practice and training needs. However, leaders have not placed high enough emphasis on professional development opportunities that will improve the overall quality of teaching and learning that children receive.
- Generally, staff do not consider well enough the individual needs of children at routine changes during the day to help them to understand what is happening next. For example, some children become visibly upset for periods of time when staff try to see to their personal care needs, wash their hands or take them

outside to play. This impacts on children's personal development and well-being.

- Staff provide the children with a range of healthy snacks, and children have access to drinking water throughout the day. Snack time is a social experience for children. Children talk confidently to the staff about what they have been doing at home. Staff provide children with the freedom to choose when they would like to have something to eat or drink. This works well, and children take a seat at the snack table when they are ready. Children serve and feed themselves, and staff are nearby for support, where necessary.
- Children's health is supported well. They have plenty of opportunities to be physical outdoors. The setting is clean throughout, and hygiene is consistently embedded in practice. Staff encourage children to wash their hands and wipe their own noses. In addition, staff regularly attend to children's personal care throughout the day. This all contributes to children's understanding of how to keep themselves clean and healthy.
- The settling-in process is flexible to meet the needs of the children. Staff offer additional settling-in sessions to children, particularly if they have had time away from the setting. This approach supports children to develop positive relationships with staff. Most children respond well to staff's instructions, and they behave well.
- Parents comment positively about the setting. They share that their children love to attend and that the staff team is warm and kind towards their children. Staff keep parents informed about what their children are doing at the setting. They provide parents with activities that they can do at home to support their child.
- Partnership working with others is strong. Staff make regular observations, which helps them to identify where there are gaps in children's development. This information is shared with parents and other professionals to ensure that children receive the early help they require to catch up. Staff then set specific targets for those children to work towards so that they do not fall further behind in their development.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a good enough understanding of situations that pose a risk to children. They have failed to recognise the impact on children's safety and welfare when, on one occasion, a child was left in the care of someone whose suitability had not been checked. Despite this, all staff who are employed at the setting have had their suitability checked. Leaders do ensure that staffing and qualification arrangements meet the requirements of the early years foundation stage. Staff hold a strong knowledge of the 'Prevent' duty, child sexual exploitation and female genital mutilation. They are aware of who to refer their concerns to if they feel that a child is at risk of abuse. Staff prepare and handle food well, taking into consideration children's dietary requirements. They recognise what may present as a choking hazard to children and take steps to mitigate this risk. Staff are suitably trained in paediatric first aid. They keep a record of any accidents/injuries that occur at the setting. These records detail how the accident occurred and the first-

aid treatment that was applied. Parents and carers are requested to sign these forms to say they have been informed of the accident. Staff check resources and equipment routinely to ensure they are safe for children's use. Leaders ensure that staff and parents follow the setting's mobile phone policy.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve knowledge and understanding of incidents that pose a risk to children, including leaving them unsupervised with persons whose suitability has not been checked	25/05/2023
improve the use of planning, particularly during adult-led activities, to ensure activities are suitable and achievable for every child	21/06/2023
ensure children have access to purposeful and meaningful activities that build effectively on what they already know and can do	21/06/2023
develop the curriculum across all areas, to ensure it takes into account the different ages and stages of children's development	21/06/2023
ensure that staff take into consideration the needs of individual children, particularly during times when there are changes in routine, to help them to understand what is taking place and improve their overall well-being	21/06/2023
provide staff with appropriate professional development opportunities to ensure that they provide quality learning and development experiences for children.	21/06/2023

## Setting details

<b>Unique reference number</b>	205271
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10291304
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Lindridge Pre-School Group
<b>Registered person unique reference number</b>	RP518276
<b>Telephone number</b>	01584 881 647
<b>Date of previous inspection</b>	21 November 2017

## Information about this early years setting

Lindridge Pre-School registered in 1992. It operates from a building in the grounds of Lindridge CE Primary School, near Tenbury Wells, Worcestershire. There are three members of staff. Of these, two hold an early years qualification at level 3, and the other holds a qualification at level 2. Sessions are term time only, Monday to Friday, from 8.45am to 3pm. The pre-school offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the setting.
- The inspector viewed the setting and discussed the safety and suitability of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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