

Inspection of The Lenches Pre-School Group

Church Lench Village Hall, Main Street, Church Lench, EVESHAM, Worcestershire
WR11 4UE

Inspection date: 14 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming environment where children enjoy a wide range of enriching experiences. Staff nurture strong links with the local and wider communities. Visits to the community orchard and wellness garden and participation in forest school activities provide valuable, hands-on learning opportunities that promote children's curiosity, well-being and love of nature.

Children are being well-prepared for school, particularly with their independence and social skills. Staff support children to resolve minor conflicts with their peers. They encourage children to share the resources and take turns. Children behave well, play nicely in small groups, chat with their friends and cooperate well. Staff encourage children to share their ideas, talk to new adults and proudly showcase their work. Work is clearly that of the children. This promotes the children's confidence and self-esteem.

Staff work closely with a range of professionals to support children's needs, particularly for those with special educational needs and/or disabilities (SEND). Leaders thoughtfully consider how to best utilise funding for the most vulnerable children. Leaders adapt staffing levels and numbers of children so that staff can meet children's needs effectively.

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

- Despite undergoing a period of change and the introduction of a new management team, the setting maintains a good standard of care and education. Leaders, including the committee, have an accurate oversight of the setting's strengths and areas for development. They are passionate about the vision and improvements they want to continue to embed into everyday practice.
- The current planning approach is based on broad themes and does not yet consistently reflect the individual needs, interests or next steps of each child. This limits the potential to personalise learning and ensure all children make the best possible progress.
- Links to the local school and transition support for children moving on to school are key strengths. Staff work closely with the teachers, who visit and prepare children well for the move. Children also visit their school and practise new skills, such as carrying their lunch tray. Staff use these opportunities to share best practice ideas that support the continuous improvements of the setting.
- Children demonstrate a keenness to learn and are happy and settled. They enjoy exploring the spacious environment. However, staff do not consistently engage in meaningful interactions that extend children's thinking or challenge their knowledge to the highest level. This results in occasions when opportunities for teaching are overlooked.

- Leaders ensure staff get the support they need. Staff's well-being is a priority. Leaders acknowledge there has been an unsettled period as staff take on new roles. Leaders and staff understand their responsibility to keep children safe. Staff receive lots of support and training that helps them understand their roles. They are enthusiastic and motivated to improve their practice. The premises are secure and staff maintain a safe environment that promotes children's well-being.
- Strong and nurturing bonds are evident between staff and children. Staff know the children very well. Children clearly enjoy their time in the setting. Parents are happy with the care their children receive. They say staff are flexible and share information regularly. Parents say they have been kept fully informed of the staffing changes. This helps build trusting relationships between home and the setting.
- Staff make good use of songs and rhymes to support children's developing language. They sing about different routines, such as handwashing, which helps children to understand about these important tasks. Children enjoy listening to stories, and volunteers from the local community regularly come in to read to the children. As a result, children are developing a deep love for books.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus planning more sharply on children's interests and what they need to learn next
- support and monitor staff teaching practice more closely, so that children benefit from meaningful interactions that challenge their learning to the highest level.

Setting details

Unique reference number	EY377612
Local authority	Worcestershire
Inspection number	10410097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	28
Name of registered person	The Lenches Pre-School Committee
Registered person unique reference number	RP528206
Telephone number	07933779918
Date of previous inspection	2 December 2022

Information about this early years setting

The Lenches Pre-school Group registered in 2008 and operates from the Church Lench area of Evesham. The pre-school employs four members of childcare staff, all of whom hold an appropriate early years qualification at level two or above. The pre-school operates term time only. Sessions are available Monday to Friday, from 8.30am until 5.30pm. The pre-school offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Katie Rudge

Inspection activities

- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- Children spoke with the inspector during the inspection.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.

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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