

Olivers Lodge - Newport

Inspection report for early years provision

Unique Reference Number	EY357571
Inspection date	15 July 2008
Inspector	Deborah Kerry
Setting Address	Newport CP School, Frambury Lane, Newport, Saffron Walden, Essex, CB11 3PU
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Registered person	Olivers Lodge Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Oliver's Lodge-Newport registered in 2007. It operates from a self-contained building in the grounds of the primary school in Newport, near to Saffron Walden, Essex. All children share access to a secure enclosed outdoor play area.

A maximum of 16 children aged two years to under five years may attend the pre-school at any one time. The pre-school is open each weekday during the school term from 09:00 to 11:30. Lunch club is from 11:30 to 12:30 and the afternoon session 12:30 to 15:00. The group is also registered to provide out of school care for a maximum of 26 children aged four years to under eight years during school holidays and as an after school club which is open from 15:00 to 18:00. The holiday club is open from 08:00 to 18:00 throughout the school holidays apart from the Christmas period.

Children come from the local and wider community. There are currently 50 children on roll, of these, 11 children are in receipt of funding for early education.

The group employs five members of staff, of these four hold an appropriate qualification and one is working towards an appropriate qualification. The setting is supported by 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as good health and hygiene practices are followed by staff. Children's health is further promoted as tables are cleaned before meals with anti-bacterial spray and all staff hold current first aid certificates. Children are learning the importance of washing their hands before eating and after using the toilet. Children are protected from the risk of infection as there are policies in place regarding the exclusion of sick children. There are clear policies and procedures in place for staff to follow with regard to accidents and medication which further promotes children's health. However, the first aid box does not contain sufficient items for the registered number of children.

Children who need to rest are able to do so in the green room, there are mats and blankets available or they can sit and look at books depending on their age. The outside play area is accessed throughout the day, ensuring that children have space to run, climb, slide and jump which helps to promote their physical development well.

Children are provided with a range of foods to promote their health at snack time. For example, they have toast, bread sticks with banana, apple and raisins with milk or water to drink. Children are able to help themselves to drinks throughout the day to ensure they are not thirsty. Children's allergy or health needs are displayed in the kitchen which ensures that when snack is prepared all staff are able to see that children's individual needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to access the toilets independently as these are located off the main play rooms. All safety equipment is in place, staff complete a daily checklist and comprehensive annual risk assessments are carried out to ensure there are no hazards accessible to children. The outside play area is secure and fully enclosed which ensures children cannot leave unsupervised.

Children are developing a good understanding of keeping themselves safe as they are reminded to walk when inside. Staff carry out regular fire drills which ensures children's safety is a high priority and further develops the children's understanding of keeping themselves safe.

Children's welfare is safeguarded as there are clear, effective procedures in place for staff to follow which are in line with Local Safeguarding Children Board procedures. Staff have a good knowledge of the steps they would need to take if they have concerns about a child, ensuring that children's welfare is a high priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children have formed secure relationships with staff which helps them to settle well. Staff have a good understanding of the 'Birth to three matters' framework which ensures that the needs for children under three are included in the weekly planning. Children's independence is fully supported as they are able to choose resources and initiate their own activities from the range available at each session. When children start, staff undertake observations to find out their

interests and what stage they are at in their development. Children are able to choose to play inside or outside during the sessions according to their own interests.

Older children who attend the out of school club can join the 'club council' where they have weekly meetings to decide on what activities they want to do and choose food and plan the weekly menus. Activities provided cover a range of themes and topics chosen by the children and staff ensure that they are provided with a balance to promote their all round learning and development.

Nursery Education

The quality of teaching and learning is good. Staff ensure regular observations are undertaken on children's activities which is recorded on their files and shows how children are progressing towards the early learning goals. However, these do not show children's next step which limits staff in planning activities to help children make further progress in their learning. Children are supported by a key worker which helps staff get to know children well. Staff provide appropriate support for children's learning which allows them to work at their own pace. Planning shows a broad and balanced curriculum and is clearly linked to the stepping stones. However, it does not show differentiation for children's individual abilities and is not fully evaluated to establish if the learning outcomes are achieved.

Children's self-esteem and confidence is promoted through taking turns to be the designated helper at snack time. Children are developing good manners and are learning to care for their environment as they all help when it is time to tidy up. Children have developed good self-care skills as they are able to manage their personal hygiene needs independently. Children chat confidently with each other and staff and are able to communicate their individual needs effectively. Older children are able to recognise individual letters and know what sounds they make when talking about letters in the alphabet. Children enjoy listening to stories read to them and choose books to look at independently. Children enjoy mark-making in role play as they create tickets for a trip to the zoo. Children use a range of resources for mark-making. For example, they draw and colour with pencils and use chalks to develop their writing skills.

Children are beginning to recognise and say number names when counting from one to 10. Staff provide children with fun opportunities to develop their understanding of simple calculation and problem solving as they ask 'if I had four peas and then added four peas how many would I have?', children answer 'eight'. Children are learning about space and measure as they fill and empty containers in the water tray. Children have opportunities to examine objects and investigate living things, as they observe the changes to frogs spawn as it develops into frogs. Children are beginning to develop a sense of time and place through the routines of the setting and when talking about their planned outing to the zoo at the end of the week. Children access cameras and mobile phones, tills and vacuum cleaners in their role play to promote their understanding of technology. They also have regular visits to the primary school to use their computers to develop their mouse skills. Children are developing their understanding of other cultures by celebrating different world festivals like Diwali and Chinese New Year.

Children access a range of large equipment regularly as they are able to jump, climb, slide and run to support their physical development. Children are able to manoeuvre equipment around each other and are able to stop and change direction. Children use scissors, paintbrushes and tools in their art and craftwork. Children's creativity is given free range as they are able to self-select resources for their art and craftwork. Children join in with singing action rhymes

and sing songs in their role play. Children are provided with a range of resources in their role play area to develop their imagination as they dress up and organise a day trip to the zoo.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and are provided with a range of resources and activities to promote their understanding of the wider world and the beliefs of others. New children are fully supported when they start as they have trial visits and their parents are free to stay to help them settle. Staff are good role models for children as they show respect for each other, children and their environment. There are designated staff who have attended additional training to support children with additional needs to ensure that they are able to make progress in their development.

Children are given clear guidelines on appropriate behaviour, they play well together sharing and taking turns with resources. Children's positive behaviour is fully supported by staff who use consistent, age-appropriate strategies and boundaries. Older children were involved in setting up the rules of the out of school club which enables them to resolve disagreements in a positive and calm way. Questionnaires and discussions around appropriate behaviour enable children to feel safe and secure. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The setting has good links with the primary school and there is a regular exchange of visits which helps children become familiar with the school prior to when they start full-time. The setting has an annual open day and a parents' evening to ensure parents are fully involved in their child's early education. They are given a written report at the end of the year on how their child is making progress in their learning and they are free to contribute to their children's records. Parents are provided with regular newsletters on information on activities, outings and any changes within the setting. Parents are encouraged to come in and share any talents or knowledge they have to support their child's learning and development.

Organisation

The organisation is good.

Children are supported by staff who are knowledgeable and have a good understanding of the needs of children. Staff are effectively deployed within the setting and the high adult to child ratios ensures children are fully supported. Staff are provided with clear guidance on their roles and responsibilities to support children's continued development through their job descriptions. All managers are suitably qualified and there is a named deputy with appropriate skills to provide cover when the manager is on leave. There are clear, comprehensive procedures in place for staff induction to ensure they are aware of all the policies and procedures of the setting. Staff's good practice is supported by a comprehensive range of policies and procedures which promotes children's welfare, care and development.

Leadership and management is good. There are regular staff meetings for discussions on children's learning and development. Staff are supported in their continued development by the owners and any training needs are identified and opportunities to attend relevant training is provided. Regular meetings between the owners and the managers are undertaken to monitor the care and education provided to children. The staff work well as a team and exchange information on children's needs to support their progress. New staff are allocated a mentor to

support them in their understanding of the settings routines and practices. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the contents of the first aid box is checked frequently and replaced as necessary.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's progress records to ensure that their next step is recorded so that they can make further progress in their learning and development
- develop the short term plans to show differentiation and to include a clear evaluation on whether the learning outcomes are achieved.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk