

# Olivers Lodge - Newport

Inspection report for early years provision

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**Unique reference number** EY357571  
**Inspection date** 08/07/2009  
**Inspector** David Wynford-Jones

**Setting address** Newport CP School, Frambury Lane, Newport, Saffron  
Walden, Essex, CB11 3PU  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Oliver's Lodge-Newport registered in 2007. It is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting 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 and can accommodate up to 26 pupils.

There are currently 33 children on the pre-school roll, of these, 16 children are in receipt of funding for early education. There are 40 children on the after school club roll. Children come from the local and wider community to attend the pre-school, the after school and holiday clubs. The pre-school has systems in place to support children with learning difficulties and/or disabilities and children who are learning to speak English as an additional language. There is suitable access for adults and children with physical difficulties.

The group employs six members of staff. All hold appropriate early years qualifications. The setting is supported by 4Children and is a member of the Pre-School Learning Alliance. The setting also receives support from the Newport Primary School.

## Overall effectiveness of the early years provision

The provision in the pre-school and in the after school club is good. Oliver's Lodge meets the needs of children in the Early Years Foundation Stage well. The proprietor provides effective leadership and sets high expectations. Consequently, the setting has good capacity for further improvement. Children make good progress, especially in their personal and social development. They are well cared for, included and enjoy their learning.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance provision by further developing the outside area as an extension of the learning environment
- ensure assessment information is shared with parents, carers and other providers
- review storage systems so that children are able to access equipment more easily.

## **The leadership and management of the early years provision**

The leadership and management of the pre-school and the after school club are good. The managers are clear about their roles and responsibilities. They are aware of the changes required following the introduction of the Early Years Foundation Stage framework and have set about improving the quality of planning and assessment procedures. The quality of planning and assessment is good, and supports the children's learning and personal development effectively. The managers are supported and challenged effectively by the proprietor. She sets high expectations for all staff. All staff are expected to attend professional development sessions. As a result, all now hold appropriate Early Years qualifications. The proprietor has made certain that all policies are in place and the settings meet the current requirements for safeguarding. She checks that all staff implement policies consistently and place appropriate emphasis on the well-being of the children. The proprietor has a realistic view of the settings' strengths and the areas for development. She is in the process of seeking funding to support the much needed development of the outdoor area. Currently there is no all weather canopy and much of the surface area is uneven. This restricts the opportunities for staff to utilise the area as a natural extension of the indoor spaces.

There is a named member of staff who manages the support of children with learning difficulties and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. Routine risk assessments are thorough and regular. Staff are consistently vigilant but especially at the start and end of the sessions. They check each child into the pre-school and after school club. They make certain that, at the end of the session, the children are handed over safely to the named person. Occasional accidents are dealt with well and all members of staff hold first aid certificates.

Relationships with parents are good. Their views are valued. Parental response to a recent questionnaire was positive. The vast majority were highly complimentary. They praised the welcoming ethos, the fact that children enjoy attending and the opportunities for play and to develop their social skills. However, some parents would like to receive more information on the progress their children are making. The setting has responded positively to these comments. The managers have invited parents to view their child's assessment records and discuss them with the keyworker. Links with the Newport Primary School are good. The setting appreciates the use of the school's facilities, especially for the holiday club. A reasonable start has been made on sharing information on children in the Early Years Foundation Stage but this is not fully in place. Systems and structures have yet to be put in place for children who attend other schools.

## **The quality and standards of the early years provision**

Children make good progress in their personal development. This is because staff are welcoming and work together effectively to ensure that the children are happy, feel safe and settled. As a result, the children behave well, enjoy their learning and

quickly grow in confidence. They form good relationships with members of staff and with each other. The good range of activities provides them with opportunities to make choices and develop their independence. However, the equipment is not always easily available for the children to access because of the way in which it is arranged and stored.

Planning is good. In the pre-school there is a strong focus on ensuring the all round development of each child. Topics have been identified for each half term with themes for each week. These are linked to the goals expected for their age and the activities the children will be undertaking. Overall, there is a good balance between activities led by adults and those initiated by the children. They are provided with a range of opportunities that promotes their development across the six areas of learning. In the after school club the focus is on promoting children's social development so that they grow in confidence and independence. In both settings, the children's understanding of healthy living is promoted well. They enjoy growing and eating their own vegetables and know about the importance of taking exercise.

Assessment systems are developing well. Key workers maintain individual detailed assessment folders based on ongoing observations. The observations are carefully matched to and recorded against the age related expectations. Staff are increasingly using these observations to identify children's needs and to target areas for development. Staff assess that most children start with skills and knowledge broadly similar to those typical of their respective ages. The vast majority make good progress, particularly in developing their social skills and in taking responsibility for themselves. More recently, staff have noted that children are now making better progress in problem solving, reasoning and number and in their communication language and literacy skills. Staff attribute this to improvements in planning and the more effective use of assessment information.

Children's understanding of their contributing to the community is developing well. This is promoted by taking part in community activities and by expecting them to help with clearing away toys at different times during the day. The good progress the children make in developing their communication and social skills prepare them well for the next stage of their education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met