

# Olivers Lodge-Saffron Walden

Inspection report for early years provision

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<b>Unique reference number</b>	EY396540
<b>Inspection date</b>	10/03/2011
<b>Inspector</b>	Anne Daly
<b>Setting address</b>	St. Marys Primary School, Castle Street, SAFFRON WALDEN, Essex, CB10 1BQ
<b>Telephone number</b>	01799 523 384
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## Description of the setting

Olivers Lodge Saffron Walden is one of three settings owned by Olivers Lodge Limited. It originally opened in 2001, before registering at its current premises in 2009. It operates from a demountable building within the grounds of St Mary's Primary School, where all children have access to an enclosed outdoor play area. The setting opens five days a week from 3.15pm until 6pm during school term times, for children to attend for a variety of sessions after school. Staff collect children from St Mary's, St Thomas More, RA Butler, Great Chesterford and Great Sampford Primary Schools.

The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time, of whom no more than 10 may be in the early years group. There are currently 85 children on roll, of whom five are within the Early Years Foundation Stage. The setting supports a small number of children who have special educational needs and/or disabilities and also children who have English as an additional language.

The setting employs seven staff, of whom all hold either Level 3 early years or play work appropriate qualifications, while the registered provider holds Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a variety of worthwhile, safe and age appropriate activities to help them to learn through play. There is an inclusive environment where all children are greatly valued and are able to make positive contributions, but partnerships with other providers delivering the learning and development requirements are not fully developed. Children's welfare is being safeguarded through essential records, policies and procedures and partnerships with parents. Self-evaluation systems ensure that staff identify and action priorities for development to maintain continuous improvements to support children's progress and the setting's smooth running.

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

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

- improve further the two-way flow of information with other providers to support children's learning and development

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

Children are safeguarded by the setting's robust recruitment and vetting procedures ensuring staff's suitability to work with them. Staff records relating to their suitability and training are well maintained and they keep abreast of new childcare developments through attending training courses. The designated person and all staff members are therefore secure in their knowledge of current information regarding safeguarding and child protection to ensure that they will always act in children's best interests. All staff caring for children are qualified and hold current first aid certificates to enable them to effectively manage children's minor accidents and injuries. Children are protected from harm through annual and daily risk assessments identifying potential dangers on the premises and on outings.

The registered provider and her staff team have taken effective steps to improve the outcomes for children by appropriately addressing the actions from the last inspection. The main entrance doors are fitted with high bolts and all gates are fitted with a chain and combination lock to ensure that children do not leave the premises unsupervised and preventing unknown persons entering the premises. Effective monitoring and evaluation systems have considered the views of parents and children, for example, the pathway leading to the demountable building is now well lit and children have a 'tree' where they can include their ideas for activities in which they wish to participate. The registered provider has secured her ambition to have a purpose-built building, which is nearing completion within the school grounds. She consistently communicates high expectations about securing further improvements to staff.

Staff have a good knowledge of each child's background and needs. They promote children's developing awareness and understanding of people's differences by providing many opportunities for them to explore and celebrate their own and other cultures' beliefs, for example, children participating in Mexican Day and America Day. Worthwhile resources are well used to achieve planned goals in children's learning and development. The registered provider and her staff team liaise with local schools for the safe collection of children. Staff recognise the strengths of professional relations, although links with other providers are not fully developed to support children's learning and development.

Staff have established positive relationships with parents and carers, including initially gathering good levels of information to support their children to settle and to enable staff to respond well to children's individual care needs. Strong emphasis on partnership with parents ensures that they are fully informed, resulting in parents being keen to express that the environment is welcoming and that staff are very approachable and act quickly if any concerns arise. They receive regular newsletters and have access to the setting's website with links to policies and procedures. They take home their children's profiles and have opportunities to contribute to them if they so wish.

## **The quality and standards of the early years provision and outcomes for children**

Children make sound progress towards the early learning goals in relation to their starting points and capabilities. Spontaneous observations are gathered through photographs and narrative for inclusion in children's learning journals. Records of development clearly reflect children's achievements and identify their next developmental steps. Staff's good knowledge and understanding of the early learning goals enables them to plan and adapt interesting activities based on the six areas of learning to support every child and to ensure that no group or individual is disadvantaged.

Children can choose whether to play inside or outside whenever they like to enable them to have many first hand experiences, including looking for wildlife under wooden logs. A canopy provides protection from sun and rain to enable them to explore whatever the weather. They particularly enjoy playing with the water canals or moving sand around in construction vehicles. Staff listen with interest to children and ask appropriate questions to stimulate conversation. They support children's developing awareness that there are languages other than English, for example, by introducing some Spanish and French words.

The storage of resources enables children to make independent choices, resulting in them being creative through using their imagination. A wide range of focused board games draws out children's mathematical learning through beginning to use vocabulary involved in adding and subtracting. Children are well supported in developing an understanding of the importance of physical activities for their health. Tea time well promotes children's social development while enjoying freshly prepared healthy food to enable them to gain an understanding of the importance of healthy eating. They recognise the changes that happen to their bodies when practising new and existing skills on the large play equipment by freely helping themselves to drinks whenever required.

The manager of the setting greatly values every child and welcomes them all by name on arrival of the 'walking bus'. Children respond well to information regarding road safety and know why they must wear high visibility jackets. Enthusiastic staff act as role models by remaining calm, polite and fair to enable children to gain a good understanding of right and wrong. Children respond positively to this knowledge by showing concern for each other and demonstrating respect when listening to friends. Children's understanding of safety issues is demonstrated when moving a named picture on a board to inform staff whether they are playing inside or in the secure outdoor area. They are clearly developing the skills and attitudes necessary for future learning and to take their place in the local community.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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