

Olivers Lodge - Steeple Bumpstead

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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 is a privately after school club chain and was registered in 2009. It operates from a community centre in Steeple Bumpstead, Essex. The out of school club serves the local area. It is accessible to all children and there is a fully supervised area available for outdoor play.

The after school club opens Monday to Friday during school term times. Sessions are from 3pm until 6pm. Children are able to attend for a variety of sessions. The after school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 26 children may attend the club at any one time, none of whom may be under four years of age. There are currently four children attending who are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The after school club employs three members of child care staff. Of these, all hold appropriate early years qualifications. The owner has a BA (Hons) degree in Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this after school club because staff form good relationships with them and their parents. Staff plan effective activities so that children make good progress towards the early learning goals and keep detailed accounts of progress in their learning journeys. Parents are well informed about what their children are doing and staff obtain useful information about their preferences, starting points and routines. This ensures that children's individual needs are largely being met. The staff team evaluate their practice to identify their strengths and weaknesses. This gives them good capacity to consistently improve to benefit all children in their care.

What steps need to be taken to improve provision further?

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

- extend children's knowledge and understanding of the world with regard to using technology.

The effectiveness of leadership and management of the early years provision

Children are protected well in Oliver's Lodge because the staff team have a good understanding of local safeguarding policies and procedures. Staff are also appropriately trained and vetted with regards to safety and suitability in working with young children. The nursery keeps appropriate attendance, medication and accident records. Children are kept safe whilst at nursery because staff supervise them well and make effective use of up to date risk assessments. This means children are able to move safely and freely around the building.

The committed staff team have a good knowledge about the Early Years Foundation Stage and use this to support children in their learning. The environment is organised to enable children to select their own activities from a varied selection available inside and out and so they become independent learners. There is a good range of quality resources for children to choose from including construction bricks, small world play, craft materials, puzzles and books. This enables children to make good progress in their development.

This privately run after school club is continually looking for ways to improve the provision for the children. They use written self-evaluation to identify strengths and weaknesses informed by children's suggestions and parent's comments. For example, they identify a need for more opportunities for information and communication technology, such as computers and programmable toys. This is to enhance children's skills for the future. Information, such as preferences and interests are provided by parents when each child starts. The staff see this exchange of information over time as vital to ensure individual children's needs are met effectively. Parents are consistently informed about their children's progress. For example, the staff speak to them every day and share the learning journeys. This means that parents can become involved in their child's learning.

The staff form positive relationships with the school. This means there is continuity of care and smooth transitions when children transfer over. Children are assisted to understand their own and others cultures and beliefs, for example by celebrating some festivals and children's birthdays. A range of multicultural resources including books and puzzles are available for children to learn about differences and diversity. Children help each other according to the after school clubs rules.

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

Children make good progress towards the early learning goals because the enthusiastic staff plan activities around their interests and needs. They efficiently observe the children's play. This identifies learning priorities well and achievements are recorded in the learning journeys. Children enjoy their time at the after school club as warm relationships with caring and responsive staff have been built. The friendly staff greet the children as they arrive and they settle quickly and begin to

explore. Children are happy to express themselves, as the staff know them well and are interested in their conversations, so they feel valued.

Children are able to move around the setting freely as they know where they can go. They choose for themselves from the good quality resources and wide range of toys available. This encourages children to become independent learners and feel secure. The staff ensure children's safety by discussing correct use of equipment, and practicing fire drills. This means they all know how to play safely and what they would need to do in the event of a fire. Children's good health is promoted by the staff. They are able to play outside daily in the fresh air or in the large hall if the weather is very wet. They are given the opportunity to exercise by climbing on obstacle courses, riding on skate boards or jumping on space hoppers. The children learn to make healthy choices, as they make their own wraps, for example, with ham, cheese and peppers. The staff support children to keep themselves healthy by teaching effective care routines, such as, hand washing before snack and after playing outside.

Children develop good language skills, as the staff team engage them in conversations all the time. Children use mathematical ideas and methods to solve practical problems. They enjoy placing shapes and numbers in the floor puzzle, using a jug to measure water, or finding out about volume and weight while making biscuits and pancakes. Children discover the wider world by using junk to make models, making a tepee outside or using twigs to make legs for a spider creation. Children continue to have fun while using their imagination. They do this by exploring the texture of shaving foam, using a doll to pretend to bath a baby and role play as a cheerleader for the football team. This means that children are generally learning good skills for the future, although there are less opportunities to use computers and programmable toys.

Other visitors to the nursery, such as, the fire brigade, nurses and police, support children to learn about feeling safe and the people who help them in their own community. Children are made to feel they belong from the outset as staff make them very welcome. They know how to behave in the after school club as the staff have clear and consistent boundaries to which the children readily respond. The staff consistently praise the children's efforts. Their paintings, collage and models are displayed in the nursery for parents to see when they collect, which gives a further sense of achievement.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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