

Olivers Lodge - Halstead

Inspection report for early years provision

Unique reference number EY428990
Inspection date 11/01/2012
Inspector Moira Oliver

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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

Oliver's Lodge Halstead was registered in 2011 and is one of four clubs owned by Oliver's Lodge Ltd. It operates from two rooms within Richard de Clare County Primary School in Halstead, Essex. All children share access to a secure enclosed outdoor play area. During school term times, sessions run each week day from 8am to 8.40am and from 3pm to 6pm. During school holidays, a holiday club operates from 8am to 6pm.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend the setting at any one time. There are currently 38 children on roll, 16 of whom are within the early years age range. The staff currently support a number of children with special educational needs and/or disabilities and children who have English as an additional language.

The club employs seven members of staff, including the manager, who work directly with the children. Five of the staff hold appropriate early years qualifications to at least level 2 and two members of staff are currently working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle with ease in the welcoming and safe environment of the club. A variety of activities are planned following the children's interests and resources are accessible for children to independently select. Effective partnership working ensures that the needs of all children are met, along with any additional support needs. Documentation is completed and most is confidential and available for inspection. The staff work as a close team alongside a highly motivated manager. They have begun to reflect on their practice, demonstrating a good capacity for securing continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are easily accessible and available for inspection, this refers to the complaints log. (Documentation) 31/01/2012

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

- ensure that all areas are clean and suitable for purpose, this refers to the

- toilet area and broken towel dispensers
- ensure all information of children's allergies and additional needs are confidential and only accessible to those who have a right or professional need to see them
- ensure self-evaluation is specific to the setting and involves all staff in identifying strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected from harm. Training in safeguarding children is prioritised for all staff and they have a clear understanding of their roles and responsibilities. Robust policies and procedures support their practice and are shared with parents. Staff recruitment follows clear and effective procedures, ensuring all staff complete the required checks to ensure their suitability to be in regular contact with children. Children's safety and security are given high regard. The premises are secure and the outdoor area is fully enclosed. The staff monitor the door and effective procedures ensure children are only picked up by authorised adults. Risk assessments take place on all areas of the provision and are also in place for outings and school pick ups. Daily checks take place to ensure that the provision is clean and free from hazards. However, these are not always effective as the toilet area was not clean when the children arrived. Neither of the towel dispensers were in working order, consequently, the floor was wet and therefore, poses a slipping hazard.

The club runs very smoothly as the staff rotas are managed effectively. Good use is made of the available space and resources to support children's enjoyment. The staff work directly with the children providing the attention and support they need. For example, they supervise all areas and get involved in the children's play, such as chasing games outside and supporting them with craft activities indoors. Partnership with the parents is good and staff ensure that they are available at the end of the session to share information about the children and to discuss any issues. Parent's views are encouraged through questionnaires and the staff work hard to address any comments made. For example, they are in the process of improving the menu for all children, ensuring all dietary needs are catered for. Any complaints or concerns are dealt with appropriately and within an agreed time frame. They are recorded and copies are kept at the head office. However, because they are not kept on the premises they are not easily accessible for inspection. Partnerships with the local schools is good and staff communicate on a daily basis. They are developing strategies, making sure that teaching staff and the club staff use a consistent approach. They share all relevant information to ensure the children's needs are fully met.

Equality and diversity is effectively promoted as staff strive to provide an inclusive setting. They make the most of discussions instigated by the children to support them to learn about a range of cultures and to accept difference. Children enjoy painting self-portraits and lively discussions take place about the colours of their eyes, skin and hair as they use a mirror to look closely at themselves. Parents

complete a set of detailed records about their children when they start and also sign essential parental permission forms. These are kept confidentially in a locked filing cabinet where staff can refer to them when necessary. Some details that staff may need on a daily basis, for example, special diets, allergies and other conditions are displayed on a notice board for easy reference. Consequently, they do not protect children's rights to confidentiality.

The manager has very recently come into post and already has high aspirations for the quality of the provision. She is keen to continue further with her professional development and constantly evaluates the provision making action plans to secure improvement. The manager and staff are unaware of the self-evaluation carried out by senior management and therefore, it does not fully reflect the practice of this specific club. Many of the staff are qualified and they all work as a close team. They have regular supervision meetings and feel supported in their professional development.

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

Children have fun and enjoy their time at the club. They make close friendships with the other children and build strong, trusting relationships with the staff. They make choices of where they are going to play and help themselves to the range of resources provided. They co-operate with each other as they plan games and make up the rules together. For example, they work in teams as they protect their own 'camp' and make plans to win back the large dominoes from the other team. The children help to look after the resources and are all encouraged to tidy the toys away after use. They help to lay the tables, hand out plates at snack time and serve themselves or make their own wraps. They talk freely to each other and the staff as they discuss their day at school or what they did at home. They use brushes, water and glitter to make patterns on the paving and some write their names. Children have access to a range of books and some like to relax after school and spend some quiet moments reading.

Children enjoy exploring the outdoors with torches when it gets dark. They look behind the sheds and under the fort and make patterns with the beams as they run around and use them in their chasing games. Many of the children want to take part in physical activities and play football, balance along the wooden beams and bridge, throw basket balls into a hoop and use sticks to recover items from the shed roof. They use their imaginations as they make up games and dens to hide in. They take part in a wide range of art and craft activities, as well as cooking and construction toys.

The staff keep valuable records of their observations of children's play. They collate them with photographs and examples of children's work to form a 'learning journey' record for each child in the Early Years Foundation Stage. The staff find out as much as they can about each child before they start. The key person takes time with the child completing a front sheet, providing information about their interests, what they enjoy doing and the people who are important to them. These

observations are used to plan a range of exciting and stimulating activities for the children.

Children's health and well-being is promoted. Accidents are recorded and permissions are in place. Children learn about personal hygiene routines and wash their hands before eating or preparing food. On the whole, the premises are clean and well maintained and food preparation surfaces are hygienic. Children enjoy a range of healthy snacks and meal times are a sociable occasion where the staff sit with the children and engage them in relaxed conversation.

Children learn to keep themselves safe as they follow road safety advice and take part in fire drills. They respond positively to the staff's consistent approach to supporting behaviour, helping them to play together, co-operate and negotiate. They are encouraged to take turns, share the equipment and to be kind to each other. They are aware of the simple club rules and are reminded of them when needed. Children are provided with a lot of attention and support to make their own choices. The staff are aware of the varying personalities and can often anticipate situations that may lead to upset and consequently, avoid confrontations. They treat the children with respect and kindness, providing good role models to follow.

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

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