

Olivers Lodge - Newport

Newport CP School, Frambury Lane, Newport, Saffron Walden, Essex, CB11 3PU

Inspection date	11/12/2012
Previous inspection date	08/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children experience a wide variety of learning opportunities because staff make good use of the natural environment outside the setting.
- Children's achievements are well documented and shared with parents so they are involved in their child's learning.
- Children's safety is given priority making them feel confident and secure both in the setting and on outings.
- Children are well prepared for the transition to school because staff help them to become independent and to acquire key skills that equip them for school-based learning.
- Monitoring of staff performance is contributing significantly to the development of an increasingly skilled team, who support children well.

It is not yet outstanding because

- The link between children's identified next steps and the planned curriculum is occasionally insufficient to ensure all opportunities for learning are taken up.
- There is scope to extend the use of self-evaluation to identify shared targets for areas of development that will further improve provision for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms, the outside learning environment and at the soft play facility.
- The inspector met with managers and key persons at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Alison Reeves

Full Report

Information about the setting

Olivers Lodge - Newport was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings owned by Olivers Lodge Limited and operates a pre-school and out of school services. Olivers

Lodge- Newport is situated in a purpose-built premises in the grounds of Newport Primary School near Saffron Walden, Essex. The setting serves the local area and is accessible to all children. It operates from a classroom and quiet room and there is a fully enclosed area available for outdoor play.

The setting employs 11 members of childcare staff in the pre-school and out of school club. Of these, 10 hold appropriate early years qualifications at level 3 to 6 and one has Early Years Professional Status. The setting opens Monday to Friday 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 41 children attending who are within the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the consistency of links between children's identified next steps and the planned curriculum
- develop self-evaluation to identify challenging targets to secure improvements in the provision for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development based on their individual starting points because of the interesting and varied programme of activities on offer each day. Senior staff have a good understanding of the areas of learning and this enables them to plan and deliver a curriculum that is both stimulating and challenging. For example, good use is made of the local countryside where children go on walks to collect natural resources to use in creative activities. They enjoy acting out favourite stories, such as 'We're going on a bear hunt' as they walk through long grass and small wooded areas. This supports children in their language development, encourages them to be active and to appreciate all that the outdoors has to offer. Staff generally assess children very well and set precise next steps however, occasionally these are not transferred to plans. This means staff are sometimes not aware of individual next steps and then they do not consistently make the most of opportunities to promote specific learning.

Staff have high expectations of children and use praise and encouragement effectively to help and support children to succeed. As a result, most children are confident to try new activities. On the Christmas party trip to a local soft play facility children are clamour to have a go on the big slide. Those who are a little reluctant are supported by sitting with staff or holding their hand as they whoosh down at a rapid pace. A member of staff is sat at the bottom to catch them and, more importantly, provides encouragement and celebration with whoops and cheers as the children reach the bottom. The delight and sense of achievement is plain to see. Children's independence in self-care is promoted well. There is a good balance between children doing things with confidence on their own and for those who need it, the support of a member of staff to help them manage their clothes and wash their hands.

At the out of school session children engage equally as well as those children in the pre-school. Outdoor activities feature heavily for those who want them despite the chilly weather. Others who prefer to play and learn indoors have all the resources they require and select the items they need with confidence. Two teams of children play drop the egg. Each team has to construct a casing for the egg which is dropped from an agreed height, the egg that survives secures the victory for the team. Children are engrossed in protecting their egg in fabric and plastic wrapping. They later report the success of both teams with two intact eggs. This activity has children thinking critically and problem solving as they share ideas and negotiate with other team members.

Effective key person working with parents and carers is demonstrated by the information sharing when establishing children's starting points and ongoing discussions about progress. Learning journey book show parent contributions of what their child likes and can do and this helps staff to devised the programme of next steps from an early stage.

The contribution of the early years provision to the well-being of children

Children form strong bonds with staff. This enables them to feel secure and safe. An effective key person system means children's individual needs are well-documented, ensuring personal care in highly appropriate. Staff are deployed in the setting to ensure children's safety, well-being and support. Staff apply the same strategies on outings and the organisation and execution of the Christmas party trip demonstrates clearly how well this is carried out. Children understand the rules, they behave well according to their individual level of understanding and ability. As a result of staff intervention, children learn to walk safely indoors and are developing their abilities to express themselves appropriately and to negotiate with other children to resolve disputes. Children learn about safety and risk in their play as this planned for. For example, at the soft play centre where children are climbing on the equipment and using the steep slide they challenge themselves physically and mentally to tackle obstacles and achieve their goals. As this is done with high levels of supervision from staff and in an appropriate environment, children can feel a sense of danger and excitement whilst actually being safe.

Children have plenty of opportunities to select resources indoors and outside. They move freely between activities and stay focussed for an appropriate amount of time according to ability and interest. A project to build an igloo out of plastic bottles has the setting and

local community engaged in collecting and constructing a sizable structure. Since the refurbishment of the building children have more opportunities to use the well-resourced outdoor area. This supports their learning and is particularly useful for children who show a preference for learning outside.

Preparation for the transition to school is effective. Children learn key skills, such as self-care, managing their clothing, hand washing and their need for drinks. They are developing their recognition of letters and sounds. Children make marks with purpose and older children are beginning to write their name independently. Staff in both the pre-school and out of school club report good relationships with foundation stage staff in the primary school and this ensure smooth transitions through partnership working.

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

Robust recruitment of staff means the setting has a team of almost entirely qualified staff who are suitable to work with young children. Safeguarding policies are effective in protecting children, staff understand their responsibilities and the procedures to follow in the event of any child protection concerns.

The managers have a clear overview of the curriculum and their knowledge and experience helps to shape the provision for children. For example, they introduced key group time so children work in small groups with their key person on planned activities designed to support achievement of next steps. Evaluation of the programme of activities and the quality of teaching are part of regular observations by managers, the feedback then supports the team in reflecting on practice.

The self-evaluation covers all the major aspects and identifies the strengths of the setting. As part of a small chain there are elements of reflection that encompass the business as a whole but managers are making it personal to the setting. The very positive views of the staff, parents and children are included well. Consequently, their opinions are valued. There are clear plans for improvement being implemented. These focus on the performance of individual staff and are having a significant positive impact on the service provided. However, there is scope to develop the setting still further through a corporate improvement plan to ensure the drive to improve is shared by the team to secure and embed improvements.

The introduction of frequent staff monitoring means all are engaging in evaluating and appraising their work on a regular basis. This enables the senior team to tackle poor performance, identify training needs and set challenging personal goals for staff.

Partnerships with parents and other professionals are strong. Parents state their satisfaction with the service provided. Comments at the inspection include 'it's great, staff are fantastic.' 'Good to have male workers, my children are well looked after.' 'This is my second child here, I love it, it's been fantastic.' 'I've seen lots of progress with his letters and sounds.' 'There is always someone available to talk to, the learning journey book is

taken home so I can comment. It's a good setting with support for children and parents.' The work with other professionals in school and from external agencies is effective in supporting children with additional needs in getting the services and support they require. This means they make good progress along with their peers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY357571
Local authority	Essex
Inspection number	895302
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	41
Name of provider	Olivers Lodge Limited
Date of previous inspection	08/07/2009
Telephone number	01799 540 709

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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