

Olivers Lodge - Stansted

St Marys School, Hampton Court, Stansted, CM24 8FE

Inspection date

Previous inspection date

23/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are safeguarded because staff have undertaken the necessary training and know what to do if they should have a child protection concern.
- Teaching practice is based on a secure knowledge and understanding of how young children learn through play and exploration.
- Children's well-being is supported effectively through the strong attachments they make with staff.
- Secure partnerships with parents provide effective continuity of care between home and the club.

It is not yet outstanding because

- Partnerships with all the schools children attend are not yet securely established to fully promote continuity of learning for all children.
- Staff do not maximise opportunities for children to develop their independence.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 both indoors and the outside learning environment, held discussions with members of staff and interacted with children attending.
- The inspector held a wide range of discussions with the provider and manager.
- The inspector looked at children's assessment and planning records, evidence of the suitability of staff working with children and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Cozzi

Full Report

Information about the setting

Olivers Lodge-Stansted was registered in 2012 and is one of five out-of-school clubs that is privately owned. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is situated in the main hall of Saint Mary's School in Stansted, Essex. The club serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The out-of-school club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and 3. One member of staff is unqualified and is currently undertaking appropriate training at level 3.

The out-of-school club opens five days a week during term-time, operating from 3pm until 6pm. The holiday club operates during school holidays from 8am until 6pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group.

What the setting needs to do to improve further

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

- review and further develop strategies for partnership working with all schools children attend,
- provide further opportunities for children to develop their independence, for example by pouring their own drinks, preparing their own food and writing their own names.

Inspection judgements

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

Staff show a high level of awareness in their understanding of the seven areas of learning. Teaching techniques are strong, effectively supporting children's learning through play and exploration. Observations and assessments are undertaken for each child and this is consistently reflected in planning. As a consequence, educational programmes provide a wide range of experiences across all areas. In addition, activities provided reflect children's individual interests, effectively engaging their participation and enhancing learning. As a result, children successfully build firm foundations, developing skills for future learning. Parents are kept informed about their child's achievements through discussion, information recorded in daily diaries and learning journey records.

Children are happy and self-assured, enthusiastically moving around the setting making independent choices about what activities they would like to take part in. Children are consistently encouraged to develop their communication skills. For example, they enjoy working together and engaging in social interaction with staff and their peers as they prepare pizza. This is supported well by staff, who demonstrate their interest in what each child has to say, ensuring they have plenty of time to think before speaking. In addition, this hands-on experience helps children to develop their senses through sight, touch and smell.

Children use their imaginations during role play, confidently sharing their opinions with others and contributing ideas to create a story. They use intonation, rhythm and phrasing to make their own views clear, demonstrating their growing vocabulary. Children's understanding of the world is shown as they eagerly chat about their home lives, such as discussing their mummy's favourite colour during a painting activity. Staff recognise and enhance learning opportunities, for example as they encourage children to notice changes in the media when they mix colours together. Children recognise that sometimes they need support from others and, for example, confidently ask staff for help to hang their paintings up to dry. All children benefit from good opportunities to access physical activities in the adjacent play area. Children have lots of fun as they demonstrate their ability to follow complex instructions. Showing good listening skills, they move in a range of ways around an obstacle course in response to staff instructions. For example, they lift hoops over their head and successfully complete a hopscotch game. Children's self-esteem and confidence is supported well by staff, who provide lots of encouragement and praise, which children thoroughly enjoy.

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

The safety and security of the environment is good, showing that staff have a clear understanding of the importance of minimising risks to children. Children's successful transition into the setting is well supported. For example, staff gather important information from parents about their individual needs and organise visits prior to starting. This provides children with the opportunity to get to know staff and feel confident in the environment. All children show a strong sense of belonging and confidence in an environment which is warm and caring. This supports the positive relationships they have developed with all staff including key persons.

Staff act as good role models as they consistently implement a good range of positive behaviour management strategies. They make sure that children are given age-appropriate guidance about what is acceptable behaviour. As a result, children's behaviour is good. For example, they demonstrate care for others as they invite them to join in their games or take turns in speaking and listening during activities. Children show care and consideration for each other as they share resources and take turns during games. This reflects their understanding about respecting and tolerating each other's differences.

Overall, the organisation of the environment and resources enables children to independently explore and investigate safely. However, at times, children are not

encouraged to develop their independence, for example by pouring their own drinks when they are thirsty, cutting up their own food and writing their own names on their work. Children are supported very well by staff to foster their understanding of how to stay safe. For example, staff provide clear explanations about the reason safety guidelines are in place. Some activities help children to gain an understanding about risk as they explore and investigate their environment, for example using outdoor play equipment and handling a member of staff's pet snake. Children take part in evacuation drills, helping them to learn how to respond in the event of an emergency.

Children show a good understanding about how to maintain a healthy lifestyle. Staff support this well through the provision of balanced range of tasty options at mealtimes. Children clearly demonstrate that they know how to care for their own personal hygiene as they independently wash their hands at appropriate times, for example after messy play and before preparing food.

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

There are clear written safeguarding policies and procedures in place, which are understood by staff. This ensures that should there be any concern about a child in their care, they are able to take appropriate action. There is a nominated behaviour management person, and all staff have undertaken relevant training. This supports their awareness of identifying signs and symptoms of abuse. Positive relationships are in place with other professionals in order to provide support to children and their families if required.

Systems for recruitment, induction and ongoing appraisal are robust. This ensures that staff's continuing professional development is supported, training opportunities are well chosen and changes in legislation are implemented smoothly. This has a positive impact on children who benefit from a staff team that clearly understand how to implement the Early Years Foundation Stage effectively. All staff have undertaken paediatric first aid training, which enables them to provide appropriate care to children in the event of an accident. In addition, staff have undertaken appropriate food hygiene training, making sure that any food provided is prepared safely. Partnerships with parents and carers are strong. They speak extremely highly of staff, who they think 'go the extra mile, they are amazing'. Parents also report that they feel 'staff are easy to approach'. Information is received from the school on site about the children's individual needs if this is where they attend. However, links with all other feeder schools are not yet fully established. This does not fully promote continuity of learning for all children, through information sharing.

The manager and her staff undertake ongoing self-evaluation helping them to develop clear plans for improvement. This is organised to take account of the views of the local authority development officer, children and their parents. This ensures that a broad range of ideas and opinions contribute towards the further development of the provision, helping to meet user needs effectively.

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 action. 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	EY455679
Local authority	Essex
Inspection number	889103
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	4
Name of provider	Olivers Lodge Limited
Date of previous inspection	not applicable
Telephone number	01799540709

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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, which are usually the childminder's 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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