

Olivers Lodge - Halstead

Richard de Clare County Primary School, Parsonage Street, HALSTEAD, Essex, CO9 2JT



Inspection date	29 September 2015
Previous inspection date	11 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Practitioners use their knowledge of what children enjoy doing as the basis for planning. They provide interesting experiences that children want to be involved in. This helps to support children to continue their learning through play.
- Relationships with parents are good. Practitioners share information and make sure they gather relevant details about the children. They quickly establish effective partnerships with families in order to help children feel confident and secure.
- Practitioners monitor the environment closely. They are alert to the possible dangers and help children to learn to keep themselves safe.
- Practitioners make very good use of the outdoor space to provide an extensive range of activities to suit each child.
- Children are very enthusiastic about attending the setting. The relationships between the older and younger children are very good and they often involve each other in their play.

It is not yet outstanding because:

- Practitioners have not considered further ways to support children's pride in celebrating and sharing their achievements in the setting.
- The provider is not yet making best use of the skills and views of practitioners in the process of evaluating and contributing to the ongoing improvement of practice.

What the setting needs to do to improve further

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

- explore further ways of enabling children to foster their self-esteem and demonstrate pride in their achievements
- build on self-evaluation, making more use of the knowledge and skills of the practitioners in identifying and setting targets for further improvement.

Inspection activities

- The inspector observed the quality of the interaction and support for children's play during activities indoors and outdoors.
- The inspector and the manager reflected on children's play and the opportunities for them to continue their learning.
- The inspector and the manager spoke at appropriate times throughout the inspection. The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The setting is effectively managed and the practitioners understand their roles and responsibilities. Arrangements for safeguarding are effective. All practitioners are very clear about the possible signs that children may be at risk of harm. They are confident about the action to take and have a secure knowledge of the procedures to follow to report any such concerns. Practitioners receive regular training to help them develop their skills. They have done additional training on behaviour management. This helps them to manage any challenging issues and to address the needs of a diverse age range of children. Successful organisation ensures the setting runs smoothly. Practitioners and parents use the signing in and out sheets efficiently and effectively. This helps to make clear which children have arrived from school and which have been collected by their parents. The practitioners have a secure knowledge of how children learn through play.

Quality of teaching, learning and assessment is good

Practitioners make sure children have plenty to do. They recognise children's need for recreational experiences as they prepare for and relax after the day in school. Practitioners are keen to offer varied play-based activities that provide children with the opportunities to continue to learn. The children delight in sharing what they know and can do and are especially proud of the new skills they acquire. Many children are able to record their achievements in their special books and also take some art and craft work home. However, some achievements are not portable, such as complex construction models or the successful completion of a difficult puzzle. Practitioners have not considered how children can record such efforts to enhance their pride and self-esteem. There are plenty of resources available and the children quickly get to know the things they want to use. Practitioners talk to children about their interests and their preferred activities. Their attentive listening and interest in what the children say helps them to plan a highly appropriate programme. Practitioners are flexible in their approach, skilfully changing activities and providing extra or different resources on request. Practitioners know which of the children enjoy the creative activities. They know who likes the small, imaginative-play resources and who likes to be outdoors. Children choose where they play and the two indoor areas are organised well so that children have quiet, relaxing spaces.

Personal development, behaviour and welfare are good

Children settle in well. Practitioners are good role models making sure children are clear about how to behave towards each other. Children experience an active and healthy life at the setting and enjoy plenty of time outside. Children are well supervised and the practitioners engage enthusiastically in the play. Their interest in the children contributes significantly to children feeling valued and respected. The atmosphere at the setting is lively and fun. Mealtimes are sociable times where children and practitioners engage in lively chat about their favourite foods and making healthy choices. The children follow the hygiene routines making sure they wash their hands before eating. They help out organising the placemats, serving the food and clearing away, demonstrating a sensible and responsible attitude.

Setting details

Unique reference number	EY428990
Local authority	Essex
Inspection number	979790
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	32
Number of children on roll	50
Name of provider	Olivers Lodge Limited
Date of previous inspection	11 January 2012
Telephone number	01799 540 709

Olivers Lodge Halstead was registered in 2011. The setting employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 8.55am and 3pm until 6pm during term time and from 8am until 6pm in the holidays.

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