

Inspection of Olivers Lodge - Steeple Bumpstead

Steeple Bumpstead Primary School, Bower Hall Drive, Steeple Bumpstead, Haverhill, Essex CB9 7ED

Inspection date: 24 May 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are warmly welcomed by the friendly staff as they arrive from their classrooms. They explain clear and consistent routines, which allow children to know what to expect during their time there. This includes when it is time to eat and what activities are on offer. Children enthusiastically engage in a range of activities, toys, and games available. They are absorbed in their creative play and talk excitedly about the models they build, creating their own representations of the royal family. Children willingly listen to each other's ideas, making suggestions as they play. Children enjoy spending time with the staff. They engage in conversations about what they will be doing at the weekend to celebrate the Queen's Jubilee. Outside, children enjoy ball games as they practise catching and throwing. They invite staff to play with them, enjoying games of football together.

Children feel valued. They excitedly show visitors their picture displays and talk about activities they have recently enjoyed. Children relish having responsibilities and happily help prepare for dinner. Children's behaviour is excellent. They follow the rules well and show care and concern for each other. Successful buddy systems ensure new children are paired up with a familiar child to help them settle. This creates a supportive atmosphere, where all children feel welcome, safe, and secure.

What does the early years setting do well and what does it need to do better?

- Well-organised recruitment procedures ensure staff are suitable to work with children. Managers complete relevant checks on new staff before they start and use an induction process to train staff effectively. Staff receive regular supervision and appraisals to ensure they remain suitable for their role. Managers actively encourage staff to talk about their well-being and look for ways to support them. This results in a dedicated and motivated team.
- Staff undertake regular training to improve their knowledge and skills. They take part in regular online and in-house training. Staff talk positively about the support they receive as they undertake further qualifications. Policies are regularly reviewed and shared with staff. This ensures everyone knows their roles and responsibilities.
- Parents speak positively about the setting. They talk about the wide range of fun and challenging activities provided for the children. Parents say that children engage in activities they would not usually do at home. They appreciate the various forms of communication used to share newsletters and upcoming events. They comment that staff are approachable and make time to talk during collection time. Parents feel their children are safe and secure in the staff's care.
- Partnerships with the host school are effective. Each child has a key person, who

works closely with parents and with the school. Effective communication systems ensure information is shared between all parties. This provides continuity of care for the children and their families. Staff talk to teachers about the school's curriculum to mirror the teaching and learning opportunities within their own planned activities. This ensures children are given opportunities to practise and develop what they are learning.

- Staff use conversation during activities to extend children's knowledge of mathematics. For example, while children count out colourful beads, staff wonder how many they may need. This encourages children to estimate quantities. Staff initiate conversations between children, recalling past experiences which encourage children's response. This helps build friendships between children. Children learn about the world around them. They create pictures in celebration of various cultural festivals and try foods from around the world.
- Children are regularly praised and feel proud of their achievements. Staff develop new ways to celebrate children's achievements and promote self-worth. For example, a 'Tree of kindness' display celebrates the positive things children do. Staff recognise when children need reassurance and sensitively respond to their thoughts and feelings.
- Children are encouraged to be independent. They practise independence skills throughout the daily routines. They patiently wait their turn to choose a healthy snack and pour themselves a drink. Children are learning to be healthy and regularly wash their hands.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of their roles and responsibilities to safeguard children. They know the correct procedures to follow and who to contact if they have a concern about a child's welfare. Regular safeguarding training helps to keep their knowledge up to date and expand their understanding of wider safeguarding issues. They recognise the importance of e-safety and share relevant information with children and parents. Staff carry out daily checks to ensure that the premises remain safe and secure. They work closely with staff from the host school to help ensure that all concerns about children's safety are dealt with.

Setting details

Unique reference number	2541502
Local authority	Essex
Inspection number	10215362
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	25
Number of children on roll	25
Name of registered person	Olivers Lodge Limited
Registered person unique reference number	RP901364
Telephone number	01799 540709
Date of previous inspection	Not applicable

Information about this early years setting

Olivers Lodge - Steeple Bumpstead registered in 2019. The club employs three members of childcare staff. The club opens Monday to Friday during all school holidays, from 8am until 6pm.

Information about this inspection

Inspector

Rachael Small

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between staff and children. She looked at a range of documents, including first-aid certificates and daily safety checklists.
- The inspector observed activities in the classroom and outside play space. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- Staff explained to the inspector how and why different activities and equipment are arranged and used.
- The inspector spoke to a few parents and took their views into consideration.

We carried out this inspection 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.

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