

Inspection of Olivers Lodge - Newport

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

Inspection date: 7 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this welcoming setting. They form good friendships with other children and secure bonds with staff. Children join in with the variety of activities that support their interests. Young children enjoy playing with pretend seaweed made from coloured spaghetti. They use their hands and tongs to scoop it up and explore the texture. Staff introduce new words into their play, such as 'sticky', and children repeat the words back.

Babies enjoy nurturing relationships with staff. They giggle and delight as they enjoy a game of 'peek-a-boo' with coloured scarves. Even the smallest babies join in with water play as staff hold them up to reach the water tray. They eagerly splash in the water to join in the fun. When they become tired, staff gently rock and cuddle them closely as they start to relax, ready for sleep.

Children enjoy being physically active. In the garden, they enjoy digging in the mud and finding plastic insects. Staff help to support their counting skills as they count the number of legs on each one. Children play in the mud kitchen. They confidently choose the utensils and bowls that they need to make a pretend cake. Children develop the strength in their bodies as they swing backwards and forwards on the swing.

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

- The manager is passionate about providing high-quality care and learning for all children. Staff report feeling well supported in their roles. They receive good opportunities to enhance their professional development through training and supervision. The manager and staff have worked hard to gain accreditation, which focuses on reflection and continual improvements that improve outcomes for children.
- Children benefit from a carefully planned curriculum that takes into consideration the children's interests. This helps to ensure that children are motivated to learn. Staff know the children well and ensure that their next steps are weaved into learning opportunities. For example, when staff identify gaps in children's learning experiences, particularly following the COVID-19 pandemic, they put effective strategies in place to support them. This means that all children make good progress.
- Staff place a focus on supporting children's language and communication skills. They consistently engage children in conversations. Staff use challenging vocabulary and take the time to explain and demonstrate the meaning of new words. For example, when young children play with the pirate ship, staff introduce new words such as 'stable' when discussing how the ship moves up and down in the water. They demonstrate the meaning of these words to help

children's growing understanding. Babies babble back and forth with their familiar adults, who promote their early language development.

- Children's behaviour is generally good. Staff provide children with plenty of praise and encouragement throughout the day, boosting their self-esteem and confidence. Children listen to staff and follow instructions well. However, on occasions, staff overlook the opportunity to support children to understand the rules of the setting. For example, staff tell children not to ride their bikes in certain areas of the garden but do not help them to understand why this is important. This does not help children to have a clear understanding of the rules and boundaries.
- Children learn the importance of good health and hygiene through activities and the everyday routine. For example, babies learn about the importance of brushing their teeth and washing their faces through planned water activities with dolls. They use sponges to wash dolls' faces and toothbrushes to clean their teeth. Older children are encouraged to wash their hands before they eat their meals. However, staff do not always encourage all children to manage small tasks for themselves, such as putting on their wellington boots or taking off their coats. This limits the opportunities for children to learn to be independent.
- Partnerships with parents are positive. They say that they are well informed about their children's day. Parents understand how to further support children's next steps at home. They particularly appreciate the emotional support that their children receive from their key persons.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard the children in their care. The manager regularly tests staff's knowledge with questions and visual reminders to make sure they have a good understanding of the wider safeguarding concerns, such as female genital mutilation. The setting now has clear procedures in place for reporting accidents and incidents. Robust recruitment processes are in place to ensure that those working with children are suitable to do so. Staff clearly understand the process to follow if they have a concern about an adult or a child.

What does the setting need to do to improve?

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

- support children to understand why rules and boundaries are in place
- develop staff practice to support children to have opportunities to be independent and do things for themselves.

Setting details

Unique reference number	EY357571
Local authority	Essex
Inspection number	10233712
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	25
Number of children on roll	34
Name of registered person	Olivers Lodge Limited
Registered person unique reference number	RP901364
Telephone number	01799 540 709
Date of previous inspection	13 February 2017

Information about this early years setting

Olivers Lodge - Newport registered in 2007. The setting employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.

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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