

Inspection of Olivers Lodge - Halstead

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

Inspection date: 30 January 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff and leaders create a stimulating and inspirational environment that sparks children's curiosity and inquisitive spirit. They settle very quickly and become deeply immersed in meaningful activities. Children have opportunities to choose what they would like to access and explore with support from knowledgeable staff. For example, a group of children choose to engage in a creative activity. They explore a wide range of mark-making tools to further develop their fine motor skills. Children concentrate intently and display high levels of precision and determination in colouring in their template. Staff encourage children to engage in meaningful conversations about what they are doing, to deepen their communication and language and recall skills. When the task is complete, children show great pride in their achievement, and this helps build on their confidence. Staff use constant praise and affirmation to boost their morale and self-esteem.

Staff and leaders have high expectations of children. They rise to the challenge exceptionally well, while showing respect and consideration towards adults and peers. Children behave very well, have excellent manners and manage conflict with patience and empathy. Children form warm and nurturing relationships with all staff, who in return offer them a very dynamic environment that captures all their needs and interests.

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

- Staff and leaders offer a diverse and inclusive provision. They take children's interests into consideration when planning a range of stimulating activities. Staff take the time to get to know all children through extensive settling-in sessions and collaboration with school staff. They ensure that children are always engaged and occupied with fascinating activities that motivate them to become positive and curious learners.
- Staff and leaders are excellent role models for all children. They model language well and explain and demonstrate activities effectively. For example, children have an amazing time playing a game about cars. They discuss cars' speed and engine capacity, while staff encourage them to recall numbers with four to six digits. This helps them deepen and consolidate their mathematical knowledge acquired in school, which provides good continuity of education.
- Staff and leaders create fantastic opportunities to foster children's natural curiosity through reading books. They do that independently or with the staff. Furthermore, children tell each other funny jokes and laugh with excitement. This helps further develop children's literacy skills, social interactions and emotional resilience.
- Children always express a great interest in cooking activities. Supportive staff

organise these sessions weekly and encourage children to join in. Children carefully make healthy choices of ingredients to add on their pizza dough, while talking about their favourite food. They then decide how long to keep it in the oven to cook it properly. This helps enhance children's understanding of the world.

- Children have an amazing time accessing a wide range of games. For example, a group of children play a board game while giggling with content. They follow the rules exceptionally well and collaborate with their peers effectively. Children persevere when challenges occur and are determined to complete the task. This further develops their problem-solving skills and social interactions.
- Staff benefit from regular meetings and training that enable them to develop their practice and knowledge. They feel very well supported in their role and career growth. In addition, they say they are very happy to work at this setting.
- Leaders have a clear and ambitious vision for their setting. They constantly reflect on their practice and strive to deliver high-quality and inspirational care and activities for the children. For example, they work in close partnership with the teachers from the local school to find out ways to enhance children's learning further.
- Partnerships with parents are strong and effective. They praise the supportive staff and value all the fun and exciting activities organised for all children. Parents also emphasise how well staff and leaders communicate relevant information.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY428990
Local authority	Essex
Inspection number	10311963
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 10
Total number of places	40
Number of children on roll	42
Name of registered person	Olivers Lodge Limited
Registered person unique reference number	RP901364
Telephone number	01799 540 709
Date of previous inspection	17 April 2018

Information about this early years setting

Olivers Lodge - Halstead registered in 2011. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday, all year round. Sessions are from 8am until 8.55am and 3pm until 6pm during school term time, and from 8am until 6pm in the holidays.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first routine inspection the setting has 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 provision.
- The provider showed the inspector around the provision. They discussed how the provision and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interests are considered when planning activities.
- Some parents met with the inspector who took into account their views.
- The inspector had a discussion with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024