

Inspection of Olivers Lodge - Dunmow

Dunmow St. Marys Primary School, High Stile, DUNMOW, Essex CM6 1EB

Inspection date: 24 April 2025

**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

Children happily arrive at the club at the end of the school day. They excitedly engage in conversations with their close friends and tell adults about their day at school. Children understand the routines that staff set for the session. They wash their hands before snack and wait for their friends to arrive. After registration, they are extremely keen to go outside, making plans with friends about their play.

Relationships between staff and children are highly respectful. Staff set clear expectations for behaviour and promote the positive choices children make. Children are rewarded with leaves on the 'tree of kindness'. This helps children to develop kindness and empathy for others. Staff successfully balance the need for care, with respect for the children. They have 'professional' friendships that support children to feel safe and secure at the club.

Strong friendship and social skills are evident. Staff help children to sustain friendships with their peers. They encourage kindness and teamwork that supports children to work together, solve problems and overcome any challenges. Older children behave as positive role models. They play in teams during games and support younger children to learn how to organise the game and follow rules.

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

- Children express how much they enjoy attending the club. They speak highly of staff, saying they are like friends. Children share their thoughts about the activities and say they enjoy the freedom staff give them. They say they feel safe at the club and know that adults are there to keep them safe. Children feel confident that any incidents of unkind behaviour will be swiftly dealt with.
- Staff share updates with parents of the youngest children through the 'buddy books'. This provides parents with important information about their child's time at the club. The transition between the school and club is seamless. The children show high levels of confidence and well-being as a result.
- Children remain fully engaged in the fun activities at the club. They enjoy making toadstools at the craft table and drawing their favourite cartoon characters. Outside, they become deeply engaged in imaginative play, making excellent use of all space provided. They make daisy chains, make up games to play, such as 'Marco Polo', and spend time in small friendship groups discussing their day.
- Children engage in energetic physical play. They show great enthusiasm in the many games and activities they play. Younger children play games of cricket while older children play competitive football games. Staff offer encouragement and praise as children develop skills, such as hitting the ball with a bat. This

helps develop perseverance and resilience. Communication between adults and children flows freely. Children engage in lively chat as they describe what they are doing and recall previous experiences with joy.

- Parents are very happy with the care the club provides. They comment on the excellent communication and organisation between the school, the parents and the club. Parents say their children absolutely love to attend and often do not want to go home.
- Children enjoy healthy snacks and meals at the club. Staff encourage them to hydrate as often as possible, especially when outside. Children are encouraged to develop practical life skills. For example, they prepare ham rolls and cucumber sticks for their peers, and wash up the plates and cups once everyone has finished.
- Leaders are supportive of staff. They spend time observing practice and providing regular feedback that helps staff to reflect on their ongoing development. Staff feel supported through regular supervisions and annual appraisals. They say that leaders support their well-being and act as positive role models.
- Leaders evaluate the provision and share best practice examples from other settings within the group. Staff access regular training, including an annual company safeguarding training day. This allows staff to network and share ideas with colleagues.

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	EY542076
Local authority	Essex
Inspection number	10380254
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	35
Number of children on roll	136
Name of registered person	Olivers Lodge Limited
Registered person unique reference number	RP901364
Telephone number	01799 540709
Date of previous inspection	3 June 2019

Information about this early years setting

Olivers Lodge - Dunmow registered in 2017. The club employs five permanent members of childcare staff. Of these, one holds an appropriate qualification at level 3. The club opens from Monday to Friday during school term time. Sessions are from 7.30am until 9am, and from 3.15pm until 6pm.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector and shared their views about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and 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.

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