



## Olive Carr House

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY291034  |
| <b>Inspection date</b>         | 22 September 2005   |
| <b>Inspector</b>               | Kathryn Margaret Clayton  |
| <b>Setting Address</b>         | St. James School, 22 Bargate, Grimsby, South Humberside, DN34 4SY |
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| <b>Registered person</b>       | St James School, Grimsby Limited                                  |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Full day care, Out of School care                                 |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Olive Carr House first registered in 2005. It is registered to provide care for twenty-eight children aged from 2 years and there are currently fifty-nine children on roll. Olive Carr House is located within the Pre-preparatory Unit of St James' School in central Grimsby. The school is an independent day and boarding school for children up to the age of 18. It is a Woodard school, a registered charity and a limited company. The children have access to four playrooms within the two-storey building. Kitchen and toilet facilities are also available. There are three outdoor play areas. The opening hours are 08.00 to 18.00 on Monday to Friday, for full day care. The out of school provision is open from 07.30 to 08.30 and 16.00 to 18.00 during term time

and from 08.00 to 18.00 during school holidays. The facility does not open on public holidays, for the last week in August, or Christmas week. Olive Carr House cares for children with special needs and those for whom English is an additional language. It receives the support of the local authority. Currently five qualified staff are employed.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The Birth to three matters framework is used appropriately to ensure that children's emotional wellbeing is given careful consideration. Young children settle easily because staff are well aware of how to comfort them, for example, by encouraging them to bring items from home, or by offering cuddles as they awake after a sleep. Children start to develop an early understanding of the benefits of an active lifestyle as they have very good opportunities during the day and the school holidays to enjoy physical activity. Young children are particularly enthusiastic and delighted as they play in a very attractive, challenging outdoor area. They enjoy running, playing imaginatively and trying to balance on outdoor equipment. During the school holidays older children enjoy games such as football and rounders on a large grass paddock.

Children's health is effectively promoted because staff follow good hygiene procedures, for example, when changing nappies. Children start to learn about the benefits of healthy eating as they eat nutritious and well-balanced meals and snacks throughout the day. For example, children enjoy a choice of kiwi fruit, raisins, and biscuits with milk for a mid-morning snack. At lunchtime children benefit from being able to eat in a very sociable atmosphere, with their older siblings and friends. This helps them to feel a sense of belonging and part of the wider school community. Excellent freshly prepared meals are available, for example salads, pasta dishes, chilli con carne and chicken supreme, with a choice of desserts. Children are protected because staff maintain a current understanding of first aid procedures, the recording of accidents and the correct administration of medication.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The environment enjoyed by children is clean, bright, welcoming and well maintained, both indoors and outdoors. Young children are encouraged to tidy away their own toys and therefore learn to develop a sense of responsibility for their play space. They enjoy good provision when they need to sleep, on the floor mats with clean and comfortable sheets provided. There is, however, limited provision for them to be comfortable, to relax and rest on their own at other times during the day, and therefore they may be more likely to become tired.

Staff remain vigilant about children's safety as they arrive and leave the provision, for example, by making sure they are collected by named individuals only. Within the playroom young children remain safe because staff are effective in identifying and

minimising risks. All children start to learn about some aspects of keeping themselves safe as they take part in regular fire drills, therefore they are more likely to remain calm in the event of an emergency. They are well supervised when outside the playroom, however, their independence and safety is somewhat compromised when coming down the stairs as they reach to use a hand rail placed at a level that is too high for them. Children enjoy suitable access to very good quality toys and play materials. They remain safe because staff have a good understanding of their responsibilities with regard to the protection of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Young children enjoy a stable, planned routine throughout the day and, therefore, they are more likely to be settled. Well planned activities using the Birth to three matters framework are provided for young children. They enjoy creative activities such as printing and role play, listening to music and singing. They are particularly interested in sharing stories and looking at books. This interest is effectively encouraged by staff who make sure children take a book home every day and make time for individual children as they approach them with story books.

Young children's language development is strongly and consistently promoted throughout the day. Staff talk and listen to children carefully, they make sure they are at the child's level and therefore children receive clear messages and approach staff confidently. Children progress well because staff take their individual stage of development into account and evaluate the impact of the activities provided.

Older children enjoy good choices in play and the chance to initiate their own activities, particularly during the school holidays. After school they can relax with activities such as watching television playing games, colouring, and making craft items. During the school holidays they enjoy regular planned outings, for example to the seaside, to go bowling and to take part in the Lincolnshire soccer school. Staff interact positively with children at all times and ensure that all children receive equal attention and are effectively encouraged to be involved in play.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from enjoying very respectful relationships with staff and each other. A calm atmosphere and staff who are good role models encourage children to be confident and integrate well. They are treated with equal concern by staff who fully understand their individual needs. Children enjoy taking part in some activities that help them to develop a positive image of the wider world, however, the resources available to them are limited. All children behave very well because staff have an excellent understanding of the way to promote positive behaviour. They consistently use praise and encouragement in a meaningful way to reinforce children's understanding. For example, praise is used when a child says a short phrase for the first time or when young children are successful with potty training. Older children are

involved in devising their own rules and this helps to foster a sense of responsibility for their own behaviour when at the out of school club.

Children with special educational needs are fully integrated at all times, therefore effectively promoting their self-esteem. All children are likely to feel a very strong sense of belonging to the school and wider community. For example, younger children enjoy seeing their siblings and friends at lunchtime and when they play outdoors. Older children have a chance to celebrate their achievements at the out of school club during regular school gatherings. Children and parents benefit from being kept well informed through twice yearly open days and reports and the sharing of information at the end of each session.

### **Organisation**

The organisation is good.

Children are cared for by well-qualified staff who have high regard for their wellbeing. Management deploy excellent systems to appoint, support and develop staff and work well with local authority support services to continue to improve the care provided. Staff receive a clear induction and practice is comprehensively evaluated within the setting. Staff demonstrate a good commitment to extending their knowledge and therefore provide a higher level of care for the children. Children are fully supported because staff use their time effectively, work well as a team and maintain adult-child ratios at all times. All documentation to promote the care and welfare of children and to support the smooth running of the provision is readily available and well-organised. The provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider ways the safety and independence of young children can be improved when going down the stairs
- provide a comfortable space where young children can relax during the day
- improve the provision of resources for all children that reflect a positive image of diversity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)