



## Ashdown Lodge

Inspection report for early years provision

<b>Unique Reference Number</b>	EY308367
<b>Inspection date</b>	05 January 2007
<b>Inspector</b>	Diane Lynn Turner
<b>Setting Address</b>	Ashdown Lodge School, Apperley Lane, Bradford, West Yorkshire, BD10 0PQ
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<b>Registered person</b>	Woodhouse Grove School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Ashdown Lodge Holiday Club has been registered since 2005. It operates from rooms on the site of Ashdown Lodge School and serves children from the school only. There are currently 51 children on roll and the setting is registered to care for a maximum of 30 at any one time.

The club opens Monday to Friday from 08.00 until 18.00 during school holidays, except for two weeks at Christmas and all Bank holidays.

There are 11 staff working with the children, all of whom have early years qualifications to Level 3.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children thrive and are very well protected from the risk of infection because staff follow excellent practices in their daily routines. All areas and resources are cleaned to the highest standards and staff are vigilant in their daily routines, for example, they ensure that tables are cleaned thoroughly between activities. They routinely wear disposable gloves and aprons when serving food and when dealing with any accidents and there is a comprehensive policy for the care of children who are ill. This clearly lists the exclusion times for infectious diseases and the procedure to be followed should a child need hospital treatment.

Children have an excellent understanding of the importance of following good hygiene practices in their self-care and are confident in explaining to others what they must do. For example, they independently wash their hands before eating, after toileting and after messy play when even the youngest ones meticulously use the soap dispenser and dispose of used paper towels correctly. They thoroughly understand that hand washing is important to prevent germs and use this knowledge very confidently. For example, they politely reminded the inspector to wash her hands after messy play and to make sure soap is used.

Children enjoy an extensive range of physical activities and have daily opportunities for fresh air and exercise. They have free access to the extremely well-resourced and inviting outdoor area throughout the session. They use equipment, such as wheeled toys with high levels of skill and confidence and enthusiastically join in with more challenging activities, such as taking part in races when they run backwards up the slope wearing their insect wings. Their fine manipulative skills are actively encouraged through interesting art and craft activities, such as making intricate designs using very small beads.

Food for the children's lunch is brought from home and each lunch box is kept in the fridge until needed to ensure food is stored safely. A light tea is provided and staff pay excellent attention to ensuring this is healthy and nutritionally balanced. For example, they ensure that an item from each of the four food groups is included. The menu for tea and information about the food groups is routinely displayed for parents. Snack time is presented as a very successful café system. Children show high levels of independence at this time as they decide when and what they want to eat. They are able to choose from an excellent variety of both fresh and dried fruit. Staff give high priority to helping them to understand about the value of healthy eating. For example, the snack area is adorned with posters and books about different aspects of nutrition and a map is displayed, which prompts discussion about the country of origin of the fruit on offer.

Children are encouraged to have plenty to drink at mealtimes. They have a choice of drink at snack, which they pour themselves and they are able to independently help themselves to drinking water at any time during the sessions. Disposable cups are made available for this purpose to prevent the spread of infection.

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

The provision is outstanding.

Children are cared for in an extremely welcoming and stimulating environment where safety is of the highest priority. Colourful displays adorn the walls and excellent attention is paid to the organisation of the playroom. For example, staff have created a very inviting quiet area with sensory equipment where the children can sit and relax as they want throughout the day. Children move around the setting freely and safely and are able to choose from an excellent range of high quality toys and resources. These are all well maintained and well presented to ensure children are able to make independent choices. Staff use the resources with great imagination and flair to provide exciting activities that capture children's imagination.

Staff are made aware when they are first employed that they all share responsibility for the safety of the children and each other. They ensure the comprehensive safety policies are consistently implemented and monitor equipment and resources as they are used, to ensure they are safe. Parents and visitors are admitted by staff and no unauthorised person is allowed access. Identification is verified and the visitors' book completed. Fire drills are held regularly and recorded in detail for effective monitoring to take place. Safety is effectively monitored overall by representatives from the school's governing body.

Staff give high priority to helping children learn how to keep themselves safe. For example, they enable them to practise road safety as they ride on toys in the playground and when out on walks in the grounds. As a result, children clearly demonstrate they understand about using zebra crossings and are able to react correctly to the stop and go boards, which staff hold up for them. Children are very conscious of the need to use resources and equipment carefully and move around the setting with care, taking turns and cooperating. They also respond very positively to gentle reminders from staff to follow safe practices when using new equipment. For example, during a den making activity they listened carefully and reacted positively as staff explained why they should not shine their torch in anyone's eyes.

Children are very well protected by staff who have a very good understanding of the setting's child protection policies and procedures. They all attend training, have a good knowledge of the signs and symptoms of abuse and are fully aware of the procedure to follow with any concerns. They are vigilant about recording existing injuries and there are clear procedures for missing or uncollected children.

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

The provision is outstanding.

Children arrive at the setting full of enthusiasm and separate confidently from their parents and carers. They relish the time they spend at the club because they are very well occupied and fully involved in a wide range of exciting experiences. Staff pay excellent attention to planning the programme of activities to ensure they capture the children's interest.

Staff offer an excellent balance of free play and focused activities. For example, during a topic on messy play children enthusiastically explore the texture and properties of 'gloop', which is made from a mix of cornflour and water. They watch with fascination as they handle the material

and let it run through their fingers. They learn about how water freezes as they help to make ice cubes as part of a topic on winter, showing immense surprise and delight as they rediscover the various items they originally placed in the water as the ice melts. They become fully immersed in imaginative play and show great creativity as they make dens and pretend to be hibernating animals. Staff skilfully extend the children's play during this activity as they help to set the scene by turning out the lights and suggesting the children shine their torches on the ceiling to represent stars.

Children benefit from staff who are very interested in them and put them first. All staff listen carefully to what children have to say and give lots of praise and encouragement to build close relationships. Children are extremely happy and settled and are keen to communicate with staff. For example, they enthusiastically show them things they have done, such as paintings and in return they receive lots of praise in recognition for what they have achieved. Children play very well together and are keen to seek out their friends to share their experiences.

Children's independence is promoted extremely well through a variety of opportunities. They have free access to the extensive range of toys and resources and are independent in their own hygiene. They have high self-esteem and their opinion is highly valued. For example, they decide when they want to have their snack and play outside.

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

The provision is outstanding.

Children are highly valued and respected as individuals and are treated with equal concern. Their differing needs are met extremely well as staff collect detailed information on children before they attend the setting and they are allocated a key worker who takes a particular interest in them. Children play very harmoniously with others and they have mutually respectful relationships with one another and the staff. They successfully learn to respect each other's differences and have excellent opportunities to increase their knowledge of the outside world as they learn about other countries and customs, through tasting different foods, making flags and celebrating festivals, such as Eid. They freely access an excellent collection of toys and resources to promote equality of opportunity, such as books, dolls and role play resources. Children with learning difficulties or disabilities are very welcome to attend.

Children's behaviour is exemplary because staff set clear and consistent boundaries and they are excellent role models for the children to follow. They are very patient in their approach and treat the children and each other with the greatest respect. They encourage and support children to gain a high level of self-control, express their needs, learn to negotiate conflict and become sensitive and respectful in their interactions with others. As a result, children understand right from wrong, consistently share and take turns and are highly motivated to learn. They are extremely independent and very polite towards each other, staff and visitors.

Children benefit from a superb partnership between the staff and their parents, who work closely together in numerous ways to meet each child's needs. Parents are extremely well informed about the setting and the activities on offer. For example, they receive a detailed prospectus, a detailed weekly plan of activities is displayed and at the end of each holiday a display is put up with photographs of the activities children have been involved in. The daily

menu for tea is displayed and excellent verbal interaction is evident. Parents speak highly of the staff and activities and are very keen to express their confidence in the setting.

### **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the excellent organisation. The premises are laid out very effectively to maximise play opportunities for the children and activities are planned and reviewed in great detail. The setting has a clear ethos and comprehensive policies and procedures are in place, which are individual to the setting and fully implemented by the staff. The age range of the children who may attend is limited to those from three to six-years-old. Younger children in particular benefit from this and all children benefit from the high adult to child ratios that are maintained. These well exceed the minimum requirements of the National Standards.

Children benefit greatly from staff who are well qualified, knowledgeable and highly skilled practitioners. They work extremely well together and have an excellent understanding of their role and responsibilities. They inspire children to learn and use excellent strategies when they need to bring activities to a close. They consistently give the utmost priority to protecting children, promoting their well-being and supporting them to develop their potential. They show they are highly committed to developing their knowledge and personal development, and improving their practice through training. As a result, the setting operates extremely smoothly and efficiently in all areas.

Recording and monitoring ensures the safe and efficient management of the setting. All legally required documentation is in place. This is detailed and high priority is given to sharing this with parents. For example, they are routinely given a copy of any accident or medication records for their child. Confidentiality is respected, information is stored securely in the office and parents are fully informed of the complaints procedure. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)