

Cobholm and Lichfield Childcare Centre

Inspection report for early years provision

Unique reference number

EY272694

Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Cobholm and Lichfield Childcare Centre Nursery was registered in 2004. It is run by a registered company and operates from a self-contained unit within the purpose built centre in Great Yarmouth. The building has level access. Children have access to an enclosed outdoor play area. It is open each weekday from 07.30 to 18.30 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 42 children may attend at any one time. There are currently 91 children aged from six months to under five on roll, some in part-time places. The nursery is in receipt of government funding for early education. The nursery currently supports a number of children with learning difficulties and children with English as an additional language.

There are 17 members of childcare staff, 16 of whom hold appropriate early years qualifications and one is currently training.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The provider has ineffective systems to monitor the quality of the service provided and identify action to raise standards. Children do not always receive the attention they need and their welfare is sometimes compromised. Robust procedures are not in place with parents to celebrate culture or adequately support children with English as an additional language. Some children do not make sufficient progress in their learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- | | |
|--|------------|
| • take all reasonable steps to ensure hazards to children, outdoors, are kept to a minimum (Suitable premises, environment and equipment) | 15/06/2009 |
| • implement effective systems to ensure that the individual needs of all children are met (Organisation) | 15/06/2009 |
| • promote equality of opportunity and ensure that every child is included (Organisation) | 15/06/2009 |
| • develop the educational programme to deliver all areas of learning through planned, purposeful play, with a balance of adult-led and child-initiated activities. (Educational Programme) | 15/06/2009 |

To improve the early years provision the registered person should:

- make sure that staffing arrangements are organised to meet the individual needs of the children
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

Children's welfare, learning and development are not consistently promoted throughout the nursery. For example, children enjoy much free-flow play between their rooms and the outside play area. Various risk assessments have been conducted but have not minimised potential risks around such activities. The area is large and of a shape that is not easy to supervise particularly when children across the age range are playing together. Older children are adventurous and use the large climbing apparatus, the sandpit and a range of wheeled toys with enthusiasm. There is no safe area for babies and little children who are vulnerable and not fully mobile, to play freely and safely. Staff often work well with the children and caring relationships are seen with children's needs being met. However, at times some staff are not sufficiently attentive or well deployed and children are left without the support they require to be happy, confident and engage in rewarding activities.

The partnership with parents is not robust enough to make sure all children are fully included. For example, insufficient attention has been given to gather and share information with some families who speak English as an additional language. Consequently, their children's routine needs for rest and care are not fully understood. Staff have gathered some key words in children's home language but there is little understanding of cultures and how they may be used to promote inclusion and learning for all. Further consideration is being given to how children with learning difficulties are supported and staff are due to take training for this role. Contact is being made with the local schools children will attend in September in order to arrange visits from teachers to support their transition.

The recommendations from the last inspection have been met and children of all ages now have good opportunities to serve themselves at meal times. Fire drills are held regularly to ensure children's safety and policies and procedures are readily available to parents. Staff are well qualified but management systems and the self-evaluation process do not adequately identify areas for development or demonstrate how improvements will be made to better support the care and welfare of the children. Children are safeguarded as staff understand the action to take if they have child protection concerns so they receive appropriate support.

The quality and standards of the early years provision

Children enjoy an attractive range of freshly prepared meals and snacks that are adapted to their dietary requirements. Babies are cuddled as they are fed their bottles and little children receive sensitive support as they learn to feed themselves. Interesting activities help children learn about healthy eating and cookery helps extend this further. Children regularly play outside; wet weather clothing enables them to splash in the puddles and warm coats are worn as they explore the snow. Physical play in the fresh air contributes to their good health. When children are tired most sleep comfortably with little ones having their comforter and a reassuring cuddle when they wake up and prepare to return to play.

Staff have devised systems to plan for and assess children's learning and development. They have taken on board the need for regular learning in the fresh air but the current arrangement does not fully support this. There are limited adult-led activities for children outside and their freedom to often move between all the rooms as they wish is not always conducive to sustained and supported learning. The challenges this provides for staff means that at times they miss the opportunity to extend learning arising from child-initiated play.

Children develop independence as older ones manage their personal hygiene and find coats to wear for outside play. Many manage dressing up clothes well and act out real and imaginary experiences with their friends. Children often chatter freely with others and to staff about what they are doing and make links with home life. Staff encourage early communication skills with the babies through the use of eye contact, gestures, facial expressions and language to also help form secure relationships. All children take part in a range of creative activities from playing in the sand to creating collages and making dough. Many toddlers freely make marks and some draw complicated pictures but sometimes these are unnoticed by staff so children do not get the acknowledgement of their efforts. Planned activities help support older children with number recognition and counting and number sheets outside are used to extend this learning. Children learn about the living world as they plant and tend seeds and some visited the pet shop to help choose the goldfish. Opportunities are provided for little children to visit the park and explore the local community but they tend to be limited to the holidays for the older children when numbers attending are lower enabling appropriate staffing ratios to be used. Children's behaviour is often good with staff giving gentle reminders to help them learn right from wrong.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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