

Cobholm and Lichfield Childcare Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

The Cobholm and Lichfield Childcare Centre was registered in 2004. It is managed by a registered company and operates from a self-contained unit within the Health and Resource Centre in Great Yarmouth, Norfolk. There are three main playrooms and children have access to a secure enclosed play area for outdoor play activities. The nursery has level access and an accessible toilet. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 42 children in the early years age range may attend the nursery at any one time, and of these, no more than 12 children may be under two years. There are currently 87 children on roll, some of whom attend on a part-time basis. The setting is in receipt of nursery education funding and currently supports a number of children with special educational needs and/or disabilities, and children who are learning English as an additional language.

There are 17 members of staff, including the manager. The manager and 14 of the staff hold appropriate early years qualifications to at least level three, and three members of staff are working towards further relevant qualifications. The setting also employs an administration manager and a qualified chef.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with good levels of care and make positive progress. They are settled, independent and benefit from a range of play opportunities that are organised generally well to meet their individual needs and interests. All of the required documentation is in place to ensure children are kept safe and their welfare is promoted. Positive partnerships are fostered with parents and carers, as staff provide opportunities for sharing information about children's changing needs. There are secure strategies in place to ensure children with special educational needs and/or disabilities receive the support they need to progress. With guidance from local authority advisors, the manager and staff team work very collaboratively together to evaluate their practice, and as a result, they have made significant improvements to the provision since the last inspection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff are active listeners and ask open questions to fully extend children's thinking and help them to make further connections in their learning
- review systems to ensure they are flexible enough to respond to and meet the needs of younger children, this particularly relates to the organisation of

- group sharing and story times
- strengthen the childrens' awareness of differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities by providing more positive images, and sharing and celebrating a wider range of practices and special events.

The effectiveness of leadership and management of the early years provision

Children's safety is given high regard at the nursery. Staff understand their responsibilities in protecting children from harm and are supported by the well-established safeguarding procedures that are in place. For example, a wide range of relevant guidance from the Local Safeguarding Children Board is displayed for ongoing reference, and most of the staff have undertaken an appropriate safeguarding children training course. There are effective systems in place for the safe recruitment of staff, and as a result, all staff and students have completed the necessary checks to confirm their suitability to be in contact with children. A clear set of written policies and procedures are made available to parents, staff, students and visitors. These underpin the smooth running of the daily routine and are reviewed regularly by the manager and staff to address any changes in practice. Effective risk assessment procedures are followed and reviewed regularly to ensure children's safety and security is promoted further.

Each child receives appropriate levels of direct support and supervision because the manager organises the staff to ensure the adult to child ratios often exceed the minimum requirements. For example, the setting is proactive in seeking one-to-one support for children with disabilities to ensure they experience tailored support to meet their individual needs. The range of furniture, equipment and resources has improved, with the introduction of more age-appropriate seating for younger children and an increase in the range of outdoor resources provided. These resources are used well to support children's learning and development, and ensure they have comfortable places to play, eat and rest. Major improvements have been made since the last inspection, with all actions and recommendations being fully met. This is because the manager and staff have jointly developed strong aspirations for the quality of the service provided at the nursery and have embraced all support and guidance provided by advisors from the local authority. All staff have meaningful opportunities to contribute to the self-evaluation process, and emphasis is placed on staff sharing the good practice ideas they gather from the various training courses they attend. The setting's designated Special Educational Needs Coordinator (SENCo) is committed to their role in ensuring inclusion of all children, and takes time to guide staff in drawing up individual education plans for children with special educational needs and/or disabilities. Initiatives, such as the regular speech and language enrichment groups, help to ensure that children continue to achieve given their individual capabilities.

Staff take time to chat to parents and carers and to form close partnerships with them, which helps to ensure that relevant information is exchanged and continuity in children's care is promoted. Parents enjoy reading their child's 'learning story' records during regular meetings with their child's key person, and appreciate the

ongoing updates they receive via comments in daily diaries, displays and scrapbooks of photographs. The staff are continuing to establish links with the local primary schools, for example, they invite teachers in to observe the children and discuss their individual needs before they move on to school.

The quality and standards of the early years provision and outcomes for children

The warm and welcoming atmosphere created by the staff helps children to feel secure and settled. An effective key person approach ensures that the planning for individual children is led by someone who has formed a particularly close bond with them and their parents, and is best placed to understand their learning needs. For example, when staff become aware of the birth of a new sibling within a family, they respond to the child's experience by introducing dolls into the imaginative area. The key person system is particularly effective in meeting the needs of children and parents who speak English as an additional language. For example, staff take time to gather key words and phrases in children's home language and value parent's expertise by asking them to translate some of the setting's key documents into the Portuguese language. The staff have fully reviewed the systems for planning since the last inspection, and are now competent in using observations and assessments to track children's progress towards the early learning goals.

Children demonstrate confidence in accessing the wide range of resources and activities that are provided for them in each of the three playrooms. The layout and use of space within the nursery is organised well to enable children to flow freely between indoor and outdoor play during most of the day. For example, some children enjoy mastering their larger physical skills as they climb the ladder on the large climbing apparatus, whereas other children prefer to remain indoors where they sit comfortably to share books. Younger children enjoy exploring sand and water in the outdoor area, and begin to notice outdoor sounds such as an aeroplane flying past. Staff are enthusiastic and spend most of their time getting involved in the children's play. For example, they join in as children play at making them bowls of spaghetti and cups of tea in the imaginative home corner. Although staff are interested in what children say and do, they do not always make the best use of open-ended questions to inspire children's thinking and to extend their learning. For example, there are missed opportunities to talk about capacity as children fill different containers with sand, and staff ask few questions about children's drawings to embrace their imaginative ideas. Babies and younger children form secure bonds with the staff, ensuring they are confident when encountering new things. For example, with gentle encouragement from the staff, they delight in exploring the cornflour gloop with all of their senses. Children of all ages are encouraged to be independent and to develop their own self-care skills. For example, the younger children are given ample time to find their own shoes and to attempt to put these on for themselves, and older children enjoy the responsibility of helping to prepare the pasta bake and fish cakes for lunch.

Children have reasonable time to make choices and lead their own play. However, at times the organisation of the daily routine does not allow sufficient flexibility to

meet the differing needs and interests of individual children. For example, the grouping of younger children during circle and story times does not always maximise the active involvement of all children and some children become unsettled as there are few alternative activities available to capture their interest. Children make positive progress in communication, language and literacy. For example, they show confidence in recognising their name in print when they find their name cards on the board, and write for a purpose before posting the letters they have written in the local post-box. Diversity is reflected in some areas of the nursery, for example, children get involved in painting the national flags of Poland and Lithuania. However, the staff are yet to introduce children to a wider range of special events and practices, and the use of positive images in challenging children's thinking around diversity and the wider world is not as effective as it could be. Children behave well; they like to be helpful towards others as they pass their friends a piece of paper before reaching for their own, and they are keen to help when it is time to tidy up. Staff are skilled in promoting children's awareness of how to keep themselves safe. They offer children consistent reminders of the need to sit down before going down the slide, and organise visits from the local Fire and Rescue Service to promote their understanding of fire safety. Children enjoy sociable meal times when they join together to share healthy meals, which are prepared fresh each day by the setting's qualified chef. Staff use this time to engage children in relaxed conversation and encourage children to think about the benefits of eating healthy. Children learn to manage their own personal hygiene routines from a young age, as they wash their hands before lunch and access their own toothbrush and toothpaste to brush their teeth after meals.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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