



## **Cobholm and Lichfield Childcare Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY272694
<b>Inspection date</b>	10 January 2006
<b>Inspector</b>	Susan Cox

<b>Setting Address</b>	Pasteur Road, Great Yarmouth, Norfolk, NR31 0DW
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<b>Registered person</b>	Cobholm and Lichfield Childcare Limited
<b>Type of inspection</b>	Integrated
<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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Cobholm and Lichfield Childcare Centre, in Great Yarmouth, was registered in January 2004. The nursery operates from a self-contained unit within the centre. It is purpose built and comprises of three playrooms, each having direct access to the secure outside play area, and toilet facilities. A separate room is available for holiday care on designated days. A maximum of 42 children may attend the nursery at any one time. The nursery is open Monday to Friday from 07.30 to 18.30 throughout the

year. It is closed Bank Holidays and for a week at Christmas. A maximum of 24 children may attend the holiday club at any one time. This service is not currently being provided.

There are currently 89 children from 4 months to 5 years on roll in the nursery. Of these, 37 children receive funding for nursery education. Children attend for a variety of sessions. The centre serves families in the local and surrounding areas. The centre currently supports a number of children with special needs, and also supports children who speak English as an additional language.

The nursery employs 17 staff, 14 of whom, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well promoted as effective procedures are in place to gather and exchange information with their parents. This ensures individual medical needs are met and staff can respond appropriately in the event of an emergency. Sensitive care is provided for children who become unwell and parents are well informed to be able to take any further action required. Good hygiene practices are in place which includes helping the children to learn how to keep themselves well. For example, they wipe their nose and dispose of the tissue appropriately and older children are managing their personal hygiene well.

Children benefit from nutritious lunches that are well prepared and cater for their individual dietary needs. Fresh produce is used whenever possible and the cook designs lunches to be attractive to the children and encourage them to try a range of different foods. The menu is displayed so parents can consider what their child has for lunch when preparing the packed meal they send in for their child to have at tea time. The nursery has information available for parents to help them provide balanced snacks for tea. Healthy eating is further promoted as children have a range of fresh fruit at snack time. Children eat enthusiastically with the younger ones being appropriately supported as they learn how to feed themselves and enjoy the tactile experience. Older children understand that fruit is good for them and will help them to be healthy. The benefits of drinking frequently are understood. All children drink regularly as water is provided for the older ones to help themselves. Babies are frequently offered drinks. Toddlers realise they may have their beaker when they wish and often gesture for staff to reach them down from the shelf where they are stored for hygiene reasons.

All children enjoy regular opportunities to play in the fresh air and take part in many physical activities. Babies are enabled to play on a blanket. As they start to become mobile they are appropriately supported as they crawl and toddle about accessing a range of early years play equipment. Inside they move around with confidence using the space within their room well. They play games to encourage them to be active

such as rolling balls to chase after, dancing to music and action games.

Older children are learning a good range of physical skills. They regularly run, climb, slide, ride bikes and play with a range of small equipment as they explore how their bodies work and find out what they can do. They love the freedom to run around in the fresh air and make plenty of noise exploring their voices as they enthusiastically join in games with their friends. Putting on coats, hats and gloves gives them opportunity to practise doing this effectively and helps them understand how to keep warm in cold weather. They notice they get hot when running around and that they breathe faster so are developing an understanding of how their bodies work. In particularly poor weather staff ensure children remain active indoors. They clear space and play a range of games so the children continue to have physical exercise. Children regularly use a good range of small tools. They frequently write, colour, paint, cut, stick, make models, complete puzzles and use constructions sets helping them develop fine physical skills.

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

The provision is good.

Children's safety is well promoted as staff understand and effectively implement sound procedures to assess situations and take action to minimise risks. The premises are purpose built and designed for children's use. Staff ensure the building remains secure with appropriate collection procedures to make sure children are only collected by authorised persons. Children play happily and confidently within their rooms with easy access to toilet facilities enabling them to use these safely and develop appropriate independence. Each room has direct access to the flat, fully enclosed outside play area. Children use this freely as risks have been minimised by installing an impact absorbing surface under equipment and staff are easily able to supervise children as they play. All ages have easy access to a good range of toys and resources that are safe and appropriate for their use. Storage has been considered so they may access much independently and safely. For example, babies have a good range of safe resources placed within their reach and those starting to move about are supervised to ensure they only have access to items that are appropriate. Staff are vigilant to children who are starting to pull themselves up so they can do this safely.

Children are learning how to keep themselves safe. Staff give gentle reminders about using toys appropriately, for example, when babies are exploring sound and discovering how to make noise they are encouraged to bang on the drum or box, not on each other. All children are encouraged to help tidy up and most do this effectively working happily with the staff. Older ones are aware this will help to stop toys getting broken and also prevent them falling over and hurting themselves. They practise fire drills, however, these are not sufficiently frequent to ensure all staff and children can leave the premises safely, particularly after dark. Older children practise road safety when they go on local walks and again when playing in the garden. They talk about 'stranger danger' and have met the local policeman finding out what he does and that he is their friend and will help them if needed. This reinforces the understanding they are gaining through planned projects.

All staff have a clear understanding of the child protection procedures and local guidance is readily available. Consequently, they are able to respond appropriately to any concerns to promote the children's welfare.

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

The provision is good.

Children are happy and play contentedly. They have many first hand experiences to develop curiosity as learners, are building positive relationships and have a good balance of activities to meet their developmental needs. Babies and toddlers have much free play, making many of their own choices from good resources which are readily available to them. They move around confidently, according to their stage of development, exploring the room and discovering a range of appropriate toys placed at their level. They delight in making sounds; they bang on drums, tap on storage boxes, tinkle bells and are thrilled as programmable toys make noises when touched. They are making connections, learning that their actions have results. They are well supported by staff who use children's interests as starting points. They love discovering what they can do and staff are keen to give them these opportunities. For example, they watch as a child looks at a hole in a screen and carefully tries to post a toy through it. Being praised for the achievement, the child continues to do this gaining skill and confidence and is joined by a friend who also tries. The staff are aware this helps with the development of hand-eye coordination and spatial awareness so provide similar objects for posting.

Young children know that staff will respond sensitively to them. When upset they readily accept the comfort that is freely given. They often climb onto a lap for a cuddle or to share a toy. When babies are being fed they are held comfortably with good eye contact to give emotional reassurance. Older children love the tactile experience of exploring their food with their hands as they start learning how to feed themselves with staff being vigilant to ensure this is safe and that they actually get enough to eat. The opportunity to sleep comfortably is provided according to parents wishes. Some of the youngest children rest happily in hanging cots whilst others use travel cots, have a nap in a buggy or on folding mattresses in a quiet area of their room. Staff are using 'Birth to three matters' effectively to promote the care and welfare of the children. They are looking forward to training in this framework to further develop their practice.

Children of all ages are building positive relationships. Babies get excited at seeing others and the welcome they receive from staff. Older children greet their friends enthusiastically and share news and information freely. They love the opportunity to get together with siblings and friends of different ages at lunchtime and, for some, at the start and end of the day. They share books and stories, make models with the construction or engage in imaginative play. For example, they become builders, dressing up, finding the relevant tools and going off to build before deciding it is time for something to eat and settling down to a picnic. Children play well together and are learning to share and take turns. Younger children are supported appropriately with these skills by staff that are sensitive to their stage of development. Consequently children are learning right from wrong in a supportive environment. Communication

skills are being encouraged at all levels. Babies enjoy making sounds knowing that staff will respond. Toddlers love songs and rhymes as they practise new words and sounds and staff encourage children to chatter freely to gain confidence.

## Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum and what they expect the children to achieve. They plan together being ably supported by the room leader who is confident in the system they use. Children's interests are used as the starting points for the planning which is effective and covers all areas of learning. Key workers effectively evaluate children's progress and use this to plan for their next steps. Record keeping is informative and made more interesting with the addition of samples of children's work. Parents are encouraged to regularly look at their child's file and several enjoy taking these home and adding photographs or other information showing their child's developing skills. Staff are generally keen to help children develop independence. However, at lunchtime children do not have the opportunity to become involved and develop their social skills fully. For example, meals are brought into the room ready plated. Staff hand out cutlery, pour drinks and clear the tables managing tasks in which the children could be included.

Children are making secure relationships as they play and work together and share and take turns as a matter of course. They are keen to help and know the routine of the day and what is expected of them. For example, they find names for the self registration tree, act as helpers finding items on request and are proud when it is their turn to wear the helper badge. They are developing skills in dressing themselves with outdoor clothes and dressing up items. Most manage their personal hygiene effectively. They show an active interest in finding out about visitors including looking at badges to see if the face fits the photo and kindly offering to get a chair for a guest to sit comfortably. This shows developing respect and consideration for others. Confidence is developing with communication skills. For example, a child explains clearly that she had forgotten her picture and describes it for staff to find for her. They share news talking to the whole group, reflect on what they have been doing during the session and follow instruction well to find items, play games and complete tasks. They recognise their name at self registration and proudly show their named and annotated work recognising the purpose of writing. They are learning to value books and understand the enjoyment that comes from reading.

Children are learning about numbers and problem solving. For example, they count how many are present then work out how many there will be if a friend arrives later. They complete a range of puzzles helping them to consider shape and space and talk about the different shapes they see. Planned activities help them find out about capacity as they play in the water and sand. Children enjoy learning about the world around them. Exploring how to make snow people was great fun. They learn about their bodies, watch seeds grow, plant items in the sensory garden and consider the local environment as they go for walks to the local park or to the supermarket to explore the store. Visitors help them understand about people who help them and how to stay safe. Children are able to be creative, expressing their own ideas and thoughts through art, music, dance and imaginative play. They use their imaginations well, for example, as they consider what may 'hatch' from a large egg, draw pictures

to record their ideas and then consider how they will care for the creature.

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

The provision is good.

Children are confident, independent and developing their self-esteem. They are all happy and well settled enjoying individual attention and sensitive support as required to help them make good progress. Staff know them well and use much praise and encouragement to inspire self confidence and encourage them to develop independence. They are helped to appreciate the wider world as they have access to a good range of resources that reflect diversity and they celebrate festivals from around the world. Children with special needs are enabled to take part in the full range of activities with sensitive support. Staff work closely with parents and other agencies to develop individual educational plans to make sure the children's welfare and educational needs are met.

Children's behaviour is good because they know what is expected of them and they are supported by staff who are positive role models. They are calm and courteous, intervening promptly to help children resolve issues appropriately and according to their stage of development.

Clear information is generally available for parents to understand the service that is provided for their children. Children benefit from this as it helps to form a good working relationship that builds on the flexible settling-in procedure. A complaints procedure is in place to address any concerns appropriately.

Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is good. Plans are displayed so they are aware of what their children are learning and can support them with this at home if they wish. Staff ensure they have a few words with each family at the end of each session to keep them well informed about their child's progress and all are invited to see, and contribute to, records and files. This shared interest in children's learning and development strengthens the progress they make.

## **Organisation**

The organisation is good.

Children benefit from the skills and understanding of the well qualified team of staff. They work effectively to maintain safety including making sure that persons who have not been vetted do not have unsupervised contact with the children. Good use is made of space with the children's base rooms being attractive and well-organised for them to move around freely and have a suitable area to rest. Records of attendance are maintained so that children and adults are safe in an emergency.

All legally required documentation is in place to promote the safety and welfare of the children. However, the operational plan and policies and procedures are not currently available to parents as they are being updated.

The leadership and management is good. The managers have clear aims and objectives and understand their role exercising this with confidence and managing staff well. There is a willingness to take advice from the link teacher to further develop their service plus a commitment to training the staff team and keeping up to date with new developments to influence their practice. The managers frequently work in the pre school room enabling them to assess the quality of care and education and support staff appropriately.

Overall the needs of all the children attending are met.

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

At the last inspection recommendations were made to make sure the record of attendance was accurate, to develop the operational plan to reflect current practice, to provide more opportunities for babies to have outside experiences and to make drinking water available to children at all times.

The record of attendance is now being maintained to ensure it is accurate for evacuation purposes. This improves safety. Babies often have time in the fresh air, frequently twice a day which improves their health and quality of experiences. All children have easy access to drinking water so they may drink as they wish to promote their health. The operational plan is currently being updated to reflect further changes and then will be made available to parents so they can clearly understand how the nursery operates to promote their child's welfare and education.

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

Since the last inspection Ofsted has received one complaint. In January 2005 Ofsted received information that raised concerns regarding the handling of a child's behaviour by a staff member. This relates to National Standard 11: Behaviour Management. Ofsted investigated by carrying out an unannounced visit where records were checked and members of staff were interviewed informally. Ofsted raised two recommendations under National Standard 2: Organisation, and National Standard 3: Care, Learning and Play, to enhance the provision being offered. No action was required regarding National Standard 11. The provider remains qualified for registration.

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 AND NURSERY EDUCATION**

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.
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#### 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):

- make sure fire drills are conducted sufficiently frequently to ensure all staff are able to follow the procedure effectively and that evacuation procedures are safe after dark
- make sure the operational plan and policies and procedures are readily available to parents.

##### **The quality and standards of the nursery education**

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

- consider ways children may become involved in the serving of their snack or meal to further increase independence and help them develop social skills.

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)