

# Cobholm and Lichfield Childcare Centre

Pasteur Road, Great Yarmouth, Norfolk, NR31 0DW



## Inspection date

2 March 2016

Previous inspection date

4 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has developed a culture of mutual support within the staff team. Staff are well qualified and training is highly valued. There is an effective system of supervision in place to help staff to continue to improve their skills and knowledge.
- Staff are fully aware of children's capabilities and interests. They use this information to plan interesting activities to support the next steps in children's learning. Children generally engage well in activities and show enthusiasm and interest.
- Children build secure emotional relationships with staff. They respond well to staff's sensitive interactions. Children readily seek staff out for reassurance when needed. Children bond well with each other and develop secure friendships.
- Staff are good role models. They have high expectations for children's behaviour and are consistent in the messages they give to them. Children learn the importance of being kind to others and how to keep each other safe.
- Children generally make good progress in their learning, given their starting points. Staff accurately monitor the progress individual children make. Where gaps in learning are identified, staff work closely with parents and other professionals where necessary to support children's future development.

### It is not yet outstanding because:

- The management team does not yet accurately identify any gaps in the learning of groups of children.
- Staff do not always consistently encourage older children in their independence. Sometimes, staff jump in too quickly to do small tasks for children.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- build on current systems for monitoring children's progress, track the progress groups of children make to identify where interventions can be more accurately targeted and raise levels of achievement even higher
- encourage older children to consistently develop their independent skills when carrying out small tasks, to help prepare for their move to school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held a meeting with the nursery's management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The management team's evaluation of practice is strong. Managers seek the views of parents and staff to help them review the quality of what they provide. The management team is ambitious and committed to continuing development. It has implemented an ongoing plan for how it will secure sustained improvements to all areas of provision. The arrangements for safeguarding are effective. Staff have a secure understanding of the procedure to follow if they are concerned a child is at risk of harm. Staff develop good partnerships with other professionals to support children's learning. They share information about children's capabilities and individual needs. Together, they develop strategies to provide additional support to children with special educational needs. This promotes continuity in their learning. The management team has developed a robust set of policies which are implemented effectively and underpin all areas of the provision.

### Quality of teaching, learning and assessment is good

Staff are skilful in supporting children's learning. They follow children's ideas as they play and extend their learning by asking appropriate questions. They encourage children to think and develop their problem-solving skills. Staff sensitively respond to the babbles that babies make to support their communication skills. Babies are inquisitive and thoroughly enjoy sensory play. They demonstrate their enjoyment when exploring paint with their hands. Partnerships with parents are strong. Ongoing information is shared between the setting and home. Parents input what they know about their child into assessments of children, to ensure accuracy. Staff suggest activities to parents to support children's learning at home. Older children have many opportunities to practise their early writing skills. They confidently begin to form the letters in their name. This helps them to gain key skills needed for when they start school.

### Personal development, behaviour and welfare are good

Younger children develop good levels of independence. Staff encourage them to have a go at putting on aprons ready for a painting activity. They give support if needed. Children sit next to staff and look at photographs of activities they have done. They celebrate children's achievements together. This supports children's self-confidence and self-esteem. Children are confident as they move around the nursery choosing what they would like to do. They choose if they want to play indoors or outside. Children confidently communicate their likes and dislikes. These are acknowledged and respected by staff. Children regularly exercise outdoors in the fresh air. They are active as they balance, jump and walk up and down a ramp. This helps to promote their physical well-being. Older children learn the importance of good dental hygiene. They identify what is good and bad for their teeth and practice brushing their teeth after snack.

### Outcomes for children are good

Children acquire good social skills and are inquisitive and active learners. They demonstrate good listening skills and follow instructions well. Younger children engage well in activities and are particularly independent given their age. This helps them to be ready to move on to the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY272694
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	860830
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	162
<b>Name of provider</b>	Cobholm and Lichfield Childcare Centre (UK) Limited
<b>Date of previous inspection</b>	4 May 2010
<b>Telephone number</b>	01493 418 291

Cobholm and Lichfield Childcare Centre was registered in 2004. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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