

# Cobholm and Lichfield Childcare Centre

Pasteur Road, Great Yarmouth, Norfolk NR31 0DW



## Inspection date

22 February 2019

Previous inspection date

2 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager works well with her staff team to continue to drive improvements and outcomes for children. The nursery coordinators and room leaders are very knowledgeable about their roles. They have devised thorough systems to monitor children's development. Where gaps are identified in children's learning, plans are quickly put in place to help these to close.
- Support for children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language is strong. The special educational needs coordinator is skilled at helping staff to support children. Staff help families to liaise with other professionals, to get children the support they need.
- The quality of teaching is consistently good. Staff are enthusiastic and play with children well. Babies, toddlers and older children enjoy a wide range of activities, which help them develop important skills for the future.
- Children behave well at the nursery. Staff regularly remind children of the 'golden rules'. They use a range of positive strategies, such as showing them picture cards of facial expressions, to help children understand the effects of their behaviour and explain what they need to do next.
- Children are interested and engaged in their learning. They are keen to get involved in sensory play, mark making and playing with their friends. Children make good progress in their learning.
- On a few occasions, strategies to fully involve all parents and carers in children's learning are not highly successful.
- Although staff are well supported overall, staff supervision arrangements are not specifically focused on raising the quality of teaching to the very highest level.

## What the setting needs to do to improve further

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

- extend the already good arrangements to highly engage all parents and carers in children's learning
- enhance support for staff, to develop their teaching skills to the highest level.

### Inspection activities

- The inspector had a tour of the nursery. She observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with a deputy room leader.
- The inspector held discussions with staff. She held meetings with the manager and special educational needs coordinator.
- The inspector looked at a range of documentation, such as evidence of suitability of staff, safeguarding documents and children's individual education plans.
- The inspector talked to children's parents and carers to obtain their views. She talked to children at appropriate times.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

Staff access regular training. For example, all staff have recently taken part in training to help them understand how to further support children's developing speech and language. Staff say they receive good support from the management team. They have regular meetings to discuss the progress of their key children and discuss planning ideas for children's ongoing learning. The arrangements for safeguarding are effective. Staff have a clear understanding of the process to report concerns about a child's welfare. Detailed records are kept to document discussions and referrals to other professionals, such as health visitors and social workers. Well thought out systems to monitor the progress of groups and individuals have a very good impact on all children's learning.

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

Staff plan a range of activities to help children achieve the next steps in their learning. They make regular observations of children at play and assess their development accurately. Staff engage the majority of parents well in children's learning and give them ideas to help children to continue their learning at home. Staff working with babies are skilled at spontaneously developing children's learning. For instance, they share books with children, pointing out animals and helping children to say the noises they make. Babies enjoy listening to and joining in with favourite nursery rhymes and songs. Older children take pride in the role of being a 'helper' during group time. Staff teach children to count, learn days of the week and sign language. Children are starting to identify letters and link them to the sounds they make.

### Personal development, behaviour and welfare are good

Children develop strong bonds with their key person and regularly go to staff for reassurance and cuddles, when needed. Staff have a good knowledge of children's routines from home and follow these at nursery. Babies are soothed to sleep and are very cooperative with care routines. Staff make nappy changing a positive experience, for instance, as they talk and sing to them. Children have lots of opportunities to play outside in the large and well-equipped outdoor area. Babies are well motivated, for example, as they explore shaving foam and bang pots and pans with wooden spoons. Older children enjoy playing 'hairdressers' and show perseverance as they attempt to put hair clips in the doll's hair. Children enjoy a range of freshly cooked meals. They are independent and competently help themselves to drinks and snacks.

### Outcomes for children are good

Children are developing well from their individual starting points. Children with SEND respond well to their support staff, who sensitively encourage them to join in with routines. Learning records show that gaps in children's development are quickly closing. Older children look at books and listen to stories. They are curious and play well with their friends. For instance, they excitedly explore 'spaghetti worms', where they find 'big' and 'small' pieces of spaghetti and place these carefully in their pots. Babies explore their room, enjoy new experiences and show confidence in their play. Staff prepare children well for the next stage in their learning, such as their new nursery room or moving on to school.

## Setting details

<b>Unique reference number</b>	EY272694
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10073283
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	73
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	Cobholm and Lichfield Childcare Centre (UK) Limited
<b>Registered person unique reference number</b>	RP521766
<b>Date of previous inspection</b>	2 March 2016
<b>Telephone number</b>	01493 418 291

Cobholm and Lichfield Childcare Centre registered in 2004. The nursery employs 27 members of staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including one member of staff who holds a level 5 qualification. 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 children with special educational needs and/or disabilities and children who speak English as an additional language.

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