

Inspection of Cobholm and Lichfield Childcare Centre

Pasteur Road, Great Yarmouth, Norfolk NR31 0DW

Inspection date: 8 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children's confidence grows as they attend this well-organised nursery. They develop their independence and gain positive attitudes to learning. Children show that they feel safe and secure in the nursery. They are keen to join in with play-based and adult-led activities. Staff share 'golden rules' with children. This helps children to understand how to get along. Children play actively and cooperatively together, as is appropriate for their age. Staff support children calmly when they are still learning how to behave safely around others.

Older children relish adult-led group times, which staff deliver well. They are enthusiastic and concentrate well. For example, pre-school children learn a special song to celebrate their move on to school. They sing the words fervently. Babies receive gentle and calm care and attention. Staff notice and respond to the emerging sounds and babbles that babies make, and staff repeat noises and simple words to them. This helps babies to begin to verbalise and say new words. Staff use a range of strategies to help children learn to communicate. For example, they use signs and pictures for children to help their developing understanding. Children have plenty of opportunities to listen to stories, sing songs and share conversations with staff.

What does the early years setting do well and what does it need to do better?

- Clear systems are in place to promote children's health and safety. Staff are close by children at all times, supporting them to maintain their own safety.
- Children's needs and emotional well-being are paramount to all those involved in the nursery. Staff carefully plan for when children need to move rooms. They work to ensure that a familiar member of staff remains available to them when they move up to the next room. Staff carefully plan settling-in routines when children first start attending the setting. This helps children to feel safe and secure.
- Staff quickly identify children with special educational needs and/or disabilities (SEND). They work with parents and other services to assess and support children. Consequently, children with SEND make good progress in their learning.
- Staff deliver teaching that reflects children's individual needs, interests and learning preferences. For example, staff support children to gain new skills at group times and with smaller group work. This supports children to reach their next steps in learning.
- Children develop their independence. They learn to wash their hands before they eat. Staff help them to learn how to serve their own meals and snacks. They encourage children to try a little of unfamiliar foods. However, staff do not help children to learn how to make healthy choices or help them to understand the

effect that different types of food has on their bodies.

- Leaders have high aspirations for the nursery and put plans in place to achieve continuous improvement. This leads to quality being good, which is improving over time.
- The curriculum is broad and challenging. However, staff do not always deliver the curriculum as intended. For example, sometimes, staff mispronounce the sounds that letters make. This means that children do not build all the knowledge they need to help them be well prepared for the next stage in learning and to read and write.
- Staff help children to develop positive values. For example, they teach children about fairness and taking turns. Staff provide hairdressing mannequins for older children to experiment with. These resources reflect racial diversity. However, staff do not plan to represent both males and females in these resources. This, and some interactions that staff have with children, potentially reinforces gender stereotypes.
- Parents value the quality of care and education that the nursery provides. They comment on the close bonds that children develop with staff. Staff share detailed information with parents daily. This helps to involve parents in their children's learning.
- Children get lots of time to exercise and play actively outdoors. Each age group has access to outdoor learning in well-designed areas. For example, children share stories, draw, use sand and other sensory materials, as well as climb, balance and create unique play ideas with their friends.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise and respond to possible indicators of abuse and/or neglect. Those with lead responsibility for safeguarding refer to and liaise with other agencies as necessary. This helps to protect children from harm. Staff are aware of wider issues in safeguarding, such as risks posed from exposure to extreme views. Clear recruitment and ongoing staff management procedures are in place. This helps to ensure that only those adults whose suitability is established work with children.

What does the setting need to do to improve?

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

- help children to learn more about different types of food and how they can make healthy choices
- support staff to develop a deeper understanding of how to deliver the challenging curriculum, to further improve children's attainment
- strengthen the curriculum with regards to routinely challenging stereotypes so that children develop a deeper understanding of equality.

Setting details

Unique reference number	EY272694
Local authority	Norfolk
Inspection number	10297164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	179
Name of registered person	Cobholm and Lichfield Childcare Centre (UK) Limited
Registered person unique reference number	RP521766
Telephone number	01493 418 291
Date of previous inspection	22 February 2019

Information about this early years setting

Cobholm and Lichfield Childcare Centre registered in 2004. It is situated in Great Yarmouth. The nursery employs 26 members of staff. Of these, 23 hold appropriate early years qualifications at level 2, 3, 4 or 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. Room leaders contributed to these conversations.
- Children spoke to and communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with both directors, one of whom is the manager, and a deputy manager about the leadership and management of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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