

Eureka! Nursery

Inspection report for early years provision

Unique Reference Number	EY254883
Inspection date	06 November 2007
Inspector	Carole, Jean Craven
Setting Address	The 1855 Station Building Ltd, Eureka! Park, Discovery Road, Halifax, HX1 2NE
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Registered person	The 1855 Station Building Ltd
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Eureka! Nursery was registered in 2003 and is a nursery and holiday club located in the 1855 Station Building on the site of Eureka! Children's Museum in central Halifax. The children in the holiday club were not present during the inspection. The museum is a hands on learning experience for children from three to 12 years. Eureka! is a registered charity and a company limited by guarantee. The nursery is owned and operated by the 1855 Station Building Ltd. which is a trading subsidiary of Eureka!

The nursery and holiday club is situated within easy walking distance to Eureka! and serves mainly working parents in the Halifax area. There are five play areas within the nursery catering for children from birth to 11 years. A kitchen, dining room and bathroom facilities complete the layout of the nursery. There is a reception/office area to welcome children and parents at the entrance to the nursery. There is an enclosed outdoor play area and ample parking. The train station and other town centre facilities are within easy walking distance.

There are currently 59 children on roll. This includes 10 funded three year olds and five funded four year olds. Children attend for a variety of sessions. The nursery currently supports children

with learning difficulties and disabilities and children who speak English as an additional language. The nursery is open five days a week all year round from 8.00 to 18.00, with the exception of bank holidays and the Christmas period.

Seventeen staff work with the children. A domestic and cook are also employed. Sixteen of the staff have an appropriate early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership and from the Play and Early Years director employed by the museum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic setting. Staff pay very good attention to ensure that consistent routines are applied for hand washing after using the toilet and before eating, and children help themselves to tissues and dispose of them safely so that they learn simple good hygiene practices. They are encouraged in hand washing routines with the use of photographs and drawings of good routines displayed in the bathroom and they sing a 'Happy Hand' song when washing their hands before meals. They are protected from infection and cross-contamination by the use of a sickness and exclusion policy. The premises are well maintained and very good cleaning routines are in place. Resources for babies, such as high chairs and prams are kept immaculately clean. However, on the first day of the inspection there were no facilities in the staff toilet for drying hands.

Children are very well nourished by healthy and nutritious snacks and meals. Food is freshly prepared, cooked and beautifully presented on the premises. The children all enjoy their meals and are able to have second helpings if they wish, which promotes their independence. A policy is in place to offer children an alternative if they refuse food but they are encouraged to try new tastes. Staff eat with children to encourage good table manners and social skills and help with feeding where necessary. Children enjoy the social occasion and chat to each other and the staff as they eat. Their health and dietary needs are successfully met.

Outdoor activity is positively promoted and children enjoy daily physical exercise in the outdoor area whenever the weather permits. On wet days they have use of a large conservatory for physical play or they visit the interactive children's museum on the same site. They have use of a very good supply of imaginative resources in the outside area including climbing equipment, a large beach area of deep sand, soil to dig and plant in with watering cans and wheelbarrows and equipment for construction and imaginative play. Children negotiate space well, running around the area and changing direction to avoid collisions. They rest and relax indoors on comfortable seating and share story books with members of staff sitting on cushions, promoting their physical well-being and allowing them to be active, rest or be quiet as they need.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is given a high priority in a safe and secure environment. The setting is well lit, warm and well ventilated and this promotes children's well-being. Children are kept safe within the setting by a range of safety measures, such as regular risk assessments, door buzzer on entry, a daily health and safety report, regular fire safety checks and all visitors are signed

in and out. Staff are clearly visible from their uniforms and are easily identifiable from their photographs in the entrance hall.

Children are able to develop a good sense of belonging through the warm and welcoming environment. Their art and craft work is displayed throughout the building. Children experience a sense of pride in seeing their work displayed for others to admire. They benefit from having lots of space to move around in and have free access to all areas of their playroom. They have choice from a wide and stimulating range of good quality toys and natural resources that conform to British safety standards. They are able to make individual decisions about their play as toys and resources are easily accessible from low-level shelving, baskets and boxes at the children's height. This leads to children gaining confidence and learning independence skills.

Children's welfare is further protected as staff have a good understanding of child protection issues and of their responsibility under the Children Act to keep children safe. Information is shared with parents to ensure that they understand that the staff's first responsibility is to the child. However, the current policy is not up to date. All staff have received training in child protection procedures and they are aware of the signs and symptoms to look for. The children's welfare is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily at the group and are eager to chat to the staff and other children. They confidently join in group activities or choose their own play. The presentation of the toys and resources allows them to make decisions about their play and initiate their own learning. Children are making progress in all areas of development. They develop physically through indoor and outdoor play, intellectually through focused activities and socially through expectations of good behaviour and values, such as sharing and caring for their friends.

Staff recognise that children need to spend time developing their senses and value children's freedom of expression, rather than producing an end product. They enjoy sessions of free painting where there are no restrictions on the amount of paint they use or how they use it. Babies are stimulated by cuddles, eye contact and very good interaction from staff. They balance, leaning on an exercise ball whilst trying to catch bells suspended on a ribbon which swings backwards and forwards.

Staff have a sound knowledge of how children learn and make progress. They have a good awareness of the different frameworks to support children's learning and development. All staff use the 'Birth to three matters' framework and the early learning goals to plan and assess children's learning.

Nursery education

The quality of teaching and learning is satisfactory. Staff have an appropriate knowledge and understanding of the curriculum and the early learning goals. Planning systems are in place and each child has a learning and development file which is evidenced by artwork, photographs and good observations that clearly identify children's level of learning. Planning identifies learning outcomes but does not fully relate to the stepping stones so does not evidence that children are offered a broad and balanced curriculum. Children's records of achievement do not show children's progress through the stepping stones or identify children's next steps in learning. Activities are reviewed and information is used towards future planning.

Children enter the setting with confidence and are learning independence skills. They are able to carry out self-care tasks, such as hand washing, blowing their noses, setting the table and accessing drinks as they want them. They are beginning to recognise their own name and there are opportunities within the session for children to make marks. Children recognise that letters and words carry meaning and can listen to a story within a group or choose to look at a book individually. They count spontaneously in play and can accurately count to 10 and beyond. Staff use mathematical language in play; for instance, during a focused activity they weigh pasta and compare the size of pans and understand the concepts of 'more than' and 'less than'. Children develop good hand and eye coordination as they pour themselves drinks and use pencils and paintbrushes.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a good sense of the community they live in. They make regular visits to the nearby children's museum where they investigate all areas of service in the local community, such as the garage, bank and supermarket. Children are aware of the wider world because staff provide them with a satisfactory range of resources that promote all aspects of diversity and provide activities which include celebrations from differing cultures. Staff have experience of meeting the needs of children with disabilities. They work together with parents and inclusion workers to ensure they give consistency of care and encourage children's confidence and independence. Children's spiritual, moral, social and cultural development is fostered

Children are very well behaved and staff have high expectations of them. Staff are good role models for the children and offer praise and encouragement, which increases children's self-esteem. Children are learning to take turns and play harmoniously with each other. They are learning responsible behaviour, such as helping to tidy away, and are given lots of praise for good manners and sharing or waiting for their turn at an activity. Children in the holiday club have set their own rules and identify who has written each one so that they have ownership.

The partnership with parents and carers is good. Parents are provided with lots of information on the bright, cheerful notice board and policies and procedures are available to them. New parents have a colourful information brochure and there are good settling-in procedures. Parents receive regular newsletters, an annual quality report and are invited to open days. They are given daily feedback about their child's day and at the end of their time in the group parents receive a professionally produced DVD of the children talking about what they most enjoy in the nursery. Children have individual records of achievement and the children in receipt of nursery education funding have their progress in all areas of learning recorded. This gives parents a picture of progress towards the early learning goals. However, parents are not provided with information on how to extend children's learning at home or given the opportunity to add to children's records of achievement.

Organisation

The organisation is good.

Children are well cared for. The happy atmosphere of the setting contributes to the children's confidence and independence skills. They benefit from good organisation and care of an enthusiastic staff group. The staff work extremely well as a team. Their commitment to further

improvement is reflected in their willingness to attend further training and their process for self-evaluation and appraisal. This maintains the quality of care and learning for all children.

Records detail the individual needs of each child and include relevant consents and contacts. All required documentation is in place, is very well maintained and is reviewed regularly. Policies and procedures are clear, well detailed and shared with parents. They promote children's health, safety, well-being and the ability to make a positive contribution.

The leadership and management of the nursery education is good. Children benefit from the good leadership of the group and staff are appropriately qualified. Planning is in place and key workers evaluate activities. They have time allowed each week to update children's files. All staff are involved in planning and regular meetings are held which ensure that staff have a secure understanding of the learning outcomes of focused activities. The staff work well with their local authority advisory teacher to monitor the effectiveness of the delivery of the nursery education curriculum.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to make a number of changes to the way the group was managed and staffed. A permanent manager has been appointed and all staff are now employed by the nursery. This ensures that they have been able to instigate an effective key worker system for all children and monitoring and evaluation procedures are in place to ensure the delivery of the curriculum. The staff use the 'Birth to three matters' framework for younger children to extend their development. The group also agreed to improve the imaginative play area in the pre-school room. This area is changed thematically on a regular basis and children also have access to the imaginative play areas at the adjoining museum. Staff have also improved the recording of medication and accidents throughout the nursery to ensure that there is consistency and confidentiality. These improvements ensure a safer and more stimulating environment for the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- ensure that the staff toilets are equipped with sufficient hand washing resources
- ensure that the Safeguarding policy is kept up to date

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):

- extend the involvement of parents and carers in their children's learning and records of achievement
- develop the systems used for planning for children's progress towards the early learning goals to ensure that all stepping stones will be covered sufficiently over time, offering children a broad and balanced curriculum
- further develop the children's records of achievement to evidence their progress through the stepping stones and identify their next steps in learning.

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