



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY254883

DfES Number:

INSPECTION DETAILS

Inspection Date 06/08/2003
Inspector Name Sandra Gurr

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Share Care & Learning at Eureka!
Setting Address The 1855 Station Building Ltd
Eureka! Park, Discovery Road
Halifax
HX1 2NG

REGISTERED PROVIDER DETAILS

Name The 1855 Station Building Ltd 292758

ORGANISATION DETAILS

Name The 1855 Station Building Ltd
Address Discovery Road
Halifax
West Yorkshire
HX1 2NE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Share Care and Learning @ Eureka! is a nursery and out of school setting located in the 1855 Station Building on the site of Eureka! Children's Museum in central Halifax. The museum is a hands on learning experience for children from 3- 12yrs. Eureka! is a registered charity and a company limited by guarantee. The nursery and is owned and operated by the 1855 Station Building Ltd. which is a trading subsidiary of Eureka!

The Nursery and Out of School 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 0-11 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 78 children on roll. This includes 25 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. One child has special needs and there are no children who speak English as an additional language. The nursery is open five days a week all year round from 8:00-18:00hours, with the exception of bank holidays and the Christmas period.

Fifteen staff and a temporary manager work with the children. A driver and cook are also employed. Up to four agency staff are working at the present time to cover staff holidays and sickness. Twelve of the staff have a Level 3 early years qualification, three are working towards Level 3 and there is one Level 1 trainee. The setting receives support from a mentor from the early Years Development and Childcare Partnership and from an Education Officer employed by the museum. A new nursery manager is to be appointed during the next few weeks.

How good is the Day Care?

Share Care and Learning @ Eureka! provides a satisfactory standard of care for the

children who attend. There are some good aspects to this care including a staff team who have made good relationships with the children so that they are happy and settled and enjoy coming to the nursery and out of school club. The links with the museum are good and there are comprehensive policies for the operational plan of the setting. However, the lack of a permanent centre manager has resulted in some inconsistencies and practical application of the policies and procedures together with the overall monitoring and evaluation of the children's learning.

Health and safety is generally satisfactory and staff give good attention to children's safety both inside and outside the nursery. The Out of school club is developing well and children take part in a wide range of activities where they can choose their own games and activities. Trips out in the holiday clubs are enjoyed by the children. A settled and experienced staff team care for the very small babies and the differing rooms for the older babies, toddlers and pre-school children ensures that they have access to appropriate activities. Resources throughout the nursery are continuing to develop and the provision of a challenging imaginative and role play area in the pre-school room and the continued extension of creative activities for the younger children will enhance this development. Although a keyworker system is in place within the nursery, it could be further developed to compliment communications with parents and provide stable relationships and continuity of care for the children.

The nursery and out of school club have good relationships with the parents, They are provided with good information about the nursery through access to policies and procedures, parents notice board and regular newsletters. Regular meeting with parents are also held. Daily wipe boards in the three areas for the under 3's provide information.

What has improved since the last inspection?

First Inspection

What is being done well?

- The staff in all rooms have good relationships with the children which means that they are happy and settled and enjoy coming to the nursery and out of school club .
- Resources are new and the nursery has access to good support from the Eureka! museum in terms of educational and technical/maintenance. Children are taken into the museum on a regular basis to help with their learning .
- At the out of school club, children take part in a wide range of activities where they can choose their own activities and make their own choices.
- Children behave well in the nursery, they know the routines and ground rules and respond well to the staff's guidance and praise .
- There are comprehensive written policies for all areas within the operational plan of the nursery. These are made available to parents and are regularly reviewed and updated .

- Relationships with parents are developing well and they are kept informed about the nursery. Children are looked after according to their parent's wishes .

What needs to be improved?

- The leadership and management of the nursery to ensure effective monitoring and evaluation of all aspects of the nursery and in particular the quality of planning and delivery of the curriculum and the practical application of policies and procedures ;
- the development of a pool of suitable staff for relief work so that the use of agency staff is limited ;
- the key worker system so that every child is allocated to a member of staff within their key group who is responsible for his/her well being on a daily basis and ensures that information about the child is shared with parents;
- access to toilets for staff so that they do not have to go outside the nursery to access the facilities ;
- provision of named staff members who are responsible for behaviour management issues and child protection ;
- planning and assessment procedures for under 3's to ensure that outside activities are consistently planned for and creative activities are developed and extended ;
- the provision of resources for the imaginative and role play areas in the pre-school room so that children have access to an area which is interesting to go into and challenges them in their learning ;
- children's safety regarding the bird droppings outside the station building .

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
4	ensure that the toilet facilities for adults are accessible from inside the nursery	01/09/2003
6	ensure that steps are taken to ensure that hazards to children from the bird droppings outside the station building are minimised	01/09/2003
11	ensure that there is a named staff member who is responsible for behaviour management issues	01/09/2003
13	ensure that there is a trained member of staff who has responsibility for child protection issues	01/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure that a permanent Manager is appointed so that effective monitoring and evaluation procedures are in place for the planning and delivery of the curriculum and the practical application of policies and procedures
2	develop a pool of staff for relief work in the nursery so that the use of agency staff is limited
2	develop the keyworker system to meet the needs of the children and parents in the nursery
3	ensure that there are appropriate planning and assessment procedures for the under 3's so that outside activities are consistently planned for and creative activities are developed and extended
3	provide a well resourced and challenging imaginative area for children in the pr-school room
7	improve the recording of medication and accidents throughout the nursery to ensure that there is consistency and confidentiality

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Share care and Learning @ Eureka! provides a welcoming atmosphere where children are happy and settled and make satisfactory progress towards the early learning goals. They make good progress in their personal, social and emotional development, mathematical development and in their knowledge and understanding of the world. However there are areas for improvement in communication language and literacy, physical development and creative development.

The quality of teaching is satisfactory. Staff have good relationships with the children but it is not always clear in the planning how older children will be extended in their activities. The nursery room and resources provide a satisfactory environment for the children but are not used to the best effect to develop children's imagination in role play situations and writing throughout the nursery. There are few opportunities to develop skills in information technology and in the use of large apparatus to develop physical skills. Assessments for children are in a state of transition and do not give a clear picture of how children are progressing. Provision for special needs is good and systems are in place to support children for whom English is their second language.

The leadership and management is satisfactory. Staff are beginning to be aware of their roles and responsibilities but lack clear management guidance and monitoring is not rigorous enough to show what the nursery is doing well and where it needs to improve. This results in some gaps in the curriculum.

Partnership with parents is good. Parents are provided with a good amount of information about the nursery and how it is organised although they receive insufficient information about their children's attainments and progress.

What is being done well?

- The relationships between adults and children are good and children respond well to praise and encouragement. They behave well in the nursery.
- The access to the museum as an integral part of the planned curriculum. This helps children to learn about themselves and the environment in which they live in a very practical way.
- Children are generally confident and comfortable in the nursery. They share and play well together and are aware of the nursery routines.
- There are good incidental and planned opportunities for children to develop their mathematical knowledge through group circle times and focused activities

What needs to be improved?

- the nursery manager's role in monitoring the planning assessment and delivery of the curriculum
- planning for the use of the outside area so that children develop their large motor skills in activities such as climbing and balancing
- the improvement of resources in the imaginative and role play areas so that older children in particular will be sufficiently challenged and motivated to use the area.
- opportunities for writing and mark making throughout the nursery so that children can write for themselves and their own purposes, for example in the role play area
- assessment procedures to monitor children's progress so that it is clear what children need to do next and how they will be sufficiently challenged

What has improved since the last inspection?

First inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress towards the early learning goals in this area. They are happy to come into the nursery and settle well. They make good relationships with each other and the staff. The older children are particularly confident in small group activities and they are happy to share and work together in activities such as the sand or water play

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are making satisfactory progress in communication, language and literacy. They are beginning to understand how to use books for stories, pictures and information and to recognise letter sounds. However, there are some significant weaknesses in the way in which children are helped to extend their learning and in the opportunities which are made available for children to make marks and attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making good progress in mathematical development. They show an interest in numbers and counting and enjoy joining in number songs and rhymes. Good use is made of routines and every day events to introduce mathematical language and to learn about shape and patterns. Planned activities such as measuring our bodies on the height chart and learning about arms lengths and strides in the museum enable children to use comparative words and learn about position and size

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about themselves their environment through planned topics such as "Me and my body " They talk about their families and look at their own distinct features and differences. The museum galleries are put to good use with practical experiences such as exploring smells. There is little planned access to computers at the moment but activities in the museum do support the use of communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children make satisfactory progress in physical development. Children are able to develop their awareness of space through dance activities and the "Me and my body" topic encourages children to talk about the importance of being healthy. However there are not enough opportunities to develop large motor skills through a range of planned activities with climbing and balancing equipment and to move over and through large equipment. Outside play does not always have a focus in the weekly plan.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are making satisfactory progress in their creative development. They use a range of materials for making pictures and models and the sand and water is well used. However, there are weaknesses in the way the activities for the promotion of imaginative and role play are presented. There are very few resources and children are not challenged sufficiently.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that the new nursery manager's role in monitoring the planning assessment and delivery of the curriculum is clear
- develop the planning for the use of the outside area so that children develop their large motor skills in activities such as climbing and balancing
- improve the resources in the imaginative and role play areas so that older children in particular will be sufficiently challenged and motivated to use the area.
- provide opportunities for writing and mark making throughout the nursery so that children can write for themselves and their own purposes, for example in the role play area
- ensure that there are assessment procedures in place to monitor children's progress so that it is clear what children need to do next and how they will be sufficiently challenged

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.