

'EUREKA' A place for discovery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

'EUREKA' A place for discovery day care is run by the Willenhall Education, Employment and Training Centre. The day care operates from self-contained rooms, with nearby rooms used for the creche and playscheme. It is situated in the Coventry area of the West Midlands and serves the local community and surrounding areas. There is a fully enclosed outdoor play area.

The setting may care for a maximum of 83 children under the age of eight years. No more than 59 may be in the early years age group and of these, not more than 24 may be under two years at any one time. They are registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 128 children on roll, all of whom are within the early years age range. The setting currently supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The setting opens five days a week all year round. Sessions are from 8am to 5.30pm. The setting employs 22 staff who work directly with the children. All hold appropriate early years qualifications and several are working towards a higher level of qualification. They receive support from the local authority. The centre supports the ethos of Reggio Emilia in discovering and using natural materials.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is a key strength which means that children are cared for and play in a safe and secure environment. Exemplary partnerships with parents, carers, the local school and other agencies, ensure that children's individual and additional needs are exceptionally well met. Children thrive in the setting and make outstanding progress in their learning and development. Regular self-evaluation by the manager, staff, parents and children successfully identifies areas for development and reflects an excellent capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the storage of babies bottles.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are effectively protected as staff have a comprehensive understanding of child protection. All receive regular safeguarding training and are experienced in attending conferences and reviews which help to protect children from harm. Detailed safeguarding policies are in place and staff have a robust understanding of their responsibilities and procedures to follow should they have concerns about children's welfare or safety. Superb security systems are in place, as staff are vigilant and ensure they accurately identify visitors to the premises. Children are protected as highly effective recruitment and vetting procedures are followed by a dynamic well-organised management team who ensure records are maintained. Risks are extremely well-assessed.

Exceptional partnership between parents and carers are in place where they are highly valued as an integral part of the nursery. Parents are fully included in their child's care and learning and many systems are in place to involve parents in ways that do not put them under undue pressure. For example, parents may complete questionnaires and are invited to open evenings, workshops and special events. In situations where parents may have difficulties due to family commitments, alternative arrangements are made to suit their needs. For example, by communicating via email or by sending a text. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. Parents are provided with excellent information about the nursery and their child's learning. They contribute to their child's profile and have regular access to their child's progress records. Children have daily diaries which are used as a two-way means of communication and a link to home. Staff keep them very well-informed and have established solid links that significantly contribute to a child's continuity in learning and their security.

Successful links are formed with other nurseries, schools, health care professionals and early years advisors. This practice aids transitions and enhances professionalism. Staff skilfully and effectively support and promote children's acceptance of equality and diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities. The setting takes extensive steps to ensure the needs of all children are met as they adapt the environment and undertake additional training to ensure that the needs of the child are at all times their main priority.

The manager provides effective leadership for a team of highly experienced, well qualified and motivated staff. She is committed to developing staff expertise and together they identify their training needs. For example, several are completing early years degrees and others are taking part in research projects. The setting is particularly well-managed due to the meticulous organisational skills of the manager. Staff are highly valued and are involved in driving improvement. Morale amongst staff is extremely high and all staff work seamlessly together. Management lead and encourage a culture of reflective practice. Ideas for continuous improvement are clearly identified by the management team, staff and parents and from listening to the children. The recommendations from the

previous inspection relating to using daily routines and information from parents to support children's learning have been fully addressed. Hence, children's progress has improved.

The nursery is very well-resourced, providing opportunities for active learning in all areas both indoors and outdoors. There is a good balance of child-initiated and adult-led activities with easy free-flow from indoor to outdoor activity. A safe, stimulating and enabling learning environment successfully supports children's play and exploration. Children make exceptional progress due to the staff's considerable expertise, enthusiasm and caring attitude. Children benefit from a considerable wealth of opportunities in an inspiring setting where the forward thinking and willingness of staff to take steps needed, going above and beyond in order to meet a child's needs.

The quality and standards of the early years provision and outcomes for children

Key persons work together with parents to ensure that children's welfare, learning and development needs are met. Planning is detailed with flexibility, allowing for children's individual interests. Learning Journals are particularly well-presented and show meaningful observations and thorough assessments with next steps for learning identified. Children of all ages are engrossed in activities which they choose themselves. They are skilfully supported and directed, when appropriate, by adults who have an accurate understanding of their needs. Children and babies are happy and curious about everything around them. Babies have great fun exploring different textures during heuristic play. More able children learn skills that will support them in later life. For example, pre-school children showed an interest in having a job and making money. Collectively they decided that they could make and sell cakes. Staff gave them 10 pounds to buy the ingredients they needed. Children put in a tremendous effort making cakes and selling them to parents and visitors. As a result they 'earned' 50 pounds to spend on toys.

Children have excellent opportunities to develop their understanding of the natural world as they confidently undertake tasks in feeding the animals, collecting eggs, planting and harvesting vegetables. They have exceptional opportunities to observe nature and wildlife as they experience forest school sessions and play an active part in the local community. For example, they make bat and bird boxes which they place in various locations and use magnifying glasses to examine insects. Children benefit from accessing the outdoors in all weathers as they excitedly put on their rain suits and wellington boots. An extensive, very well-resourced outdoor area offers children further opportunities to use a wide variety of tools, toys and equipment covering all abilities. They competently hammer nails into wood, climb apparatus with skill and grow and prepare vegetables for eating.

Children have access to a computer, metal detector, remote control toys and a range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning. Babies have access to push button and musical toys. A variety of treasure boxes containing objects of varying textures and

natural materials, enrich babies sensory experiences. The setting is part of the Every Child a Talker project which supports language development. Children are encouraged to talk and are able to express themselves in a safe and caring environment. Their communication skills are fully promoted through pictorial signs which include photographs of children in their area developing their sense of belonging and identity. Effective labelling enhances children's understanding of the written word. Children enjoy sharing books which they access independently and enjoy sharing a familiar story. They benefit from consistent opportunities for mark making and have a wide variety of opportunities to be creative and self select as they paint, draw and make models.

A wide range of activities and resources which portray positive images help children to learn about diversity. They celebrate special days and events, taste foods from different countries and see print in different languages. Children are learning some basic sign language which extends their knowledge of how we communicate in various ways.

Children's health and well-being are promoted effectively. They are extremely well-nourished and have a varied diet that is freshly cooked and home-made. Babies bottles are prepared and kept in a fridge until needed. One of the fridge's is in close proximity to a nappy changing area. The manager recognises that this could cause cross-contamination and has plans to review this practice. Children are supported to develop good personal hygiene habits and become very capable at doing this independently an early age. They learn to understand their body's needs, such as, being thirsty or tired and independently access drinks or have a rest when they need one.

Children are very cooperative and respond extremely well to staff and the simple rules that are in place to keep them safe. They learn about road safety and know why they wear safety belts in the mini bus and hold hands to cross the road. Children practise fire drills and understand the need to evacuate the building swiftly and listen to staff. Special visitors who are invited to the nursery further develop children's understanding of safety, such as, visits from the police and fire department.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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