

Eureka! Nursery

Inspection report for early years provision

Unique reference number EY254883
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Inspector Mr Rasmik Parmar

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Type of setting Childcare - Non-Domestic

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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! Nursery was registered in 2003. It provides care, learning and development for children in the early years and also provides a holiday club for older children. It is located in the 1855 Station Building on the site of Eureka! National Children's Museum in Halifax, West Yorkshire. Eureka! is a registered charity and a company limited by guarantee. The nursery is owned and operated by the 1855 Station Building Ltd, a trading subsidiary of Eureka! There are four playrooms within the nursery and a room for the holiday club. Children have access to a dedicated enclosed outdoor play area and have regular access to all the galleries within Eureka! National Children's Museum and its outdoor facilities. The setting is open Monday to Friday from 7.30am to 6pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 97 children under eight years may attend at any one time, of these, not more than 42 may be under three years and of these, not more than 26 may be under two years. There are currently 89 children on roll. Although, there are currently no children with who speak English as an additional language or with additional needs, the setting has supported such children in the past.

There are 18 members of staff, of whom 15 have level three in early years, one has the early years professional status and one who is studying towards a degree in the early years. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the stimulating environment and make excellent progress in their learning and development. The highly effective staff team are completely dedicated to inspiring children within excellent surroundings. There is an outstanding commitment to promoting inclusion as cohesive partnerships with parents, carers, other settings and outside agencies ensure high levels of continuity and consistency for all individual children. Highly effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

What steps need to be taken to improve provision further?

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

- enhancing further processes for children with English as an additional language.

The effectiveness of leadership and management of the early years provision

Children play in an extremely safe, secure environment where practitioners are caring, attentive and are effective in maintaining a relaxed atmosphere where children happily play and learn. Robust safeguarding policies, outstanding daily practice and a commitment to training, ensures that children are safe and well protected. Practitioners are vigilant in their supervision, allowing children freedom of movement and choice while being very close by, if needed. All practitioners have undertaken training in safeguarding, resulting in an excellent understanding of the signs and symptoms of child protection and the procedures to follow if there are any concerns. Highly effective systems are in place to identify if children are at risk and practitioners are very vigilant and have actually identified and followed through concerns in a sensitive manner together with parents and relevant agencies to promote better outcomes for children. Key persons have attended core group meetings, child protection conferences, local authority reviews and liaised with social workers, health visitors, family support workers and probation officers to meet the individual needs of children. Highly effective risk assessments for all areas, including outdoors ensure any potential risks to children are minimised. Children are also involved in their own risk assessments and remind practitioners to take the first aid box to the outdoor play area.

The day-to-day organisation of the setting is excellent. The unique layout of the rooms enriches children's lives and subsequently, they thrive in a highly stimulating environment. The furniture, equipment and resources, which fully promote all aspects of inclusion, are of high quality and suitable for the ages of children to fully support their learning and development. Continuous play provision and free flow access to well-equipped playrooms provides children with a varied range of experiences. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of practitioners. A highly inclusive and very welcoming service is provided as adults support children and provide an enabling learning environment. Signs, posters and photographs around the setting support children's understanding of the local community and wider world. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging.

Partnerships with parents significantly enhance the consistency in care children receive and actively contribute to their rapid progress towards the early learning goals. There is a highly effective two-way process of sharing information between parents and staff to support children's learning. This provides a context for discussion about learning through play and seeks ways parents can support them. Parents are very much valued as the primary carers of children and are involved in numerous ways to establish strong links with the setting, which has a considerable positive impact on children. Also, the views of parents are frequently sought and their feedback is valued through questionnaires and daily discussions with practitioners. Parents give particularly positive feedback about the way in which practitioners have supported their children's individual needs, such as developing strategies to manage behaviour and developing communication skills. All this

contributes to excellent partnership with parents, in order to promote very positive outcomes for children.

Transition arrangements with the local schools involve teachers who visit the setting to find out background information on children prior to starting school. Children also visit their prospective schools in order to familiarise themselves with the surroundings and meet teachers, promoting the smooth transition of children into their first school. As part of recognising children's time spent at the setting there is a graduation ceremony organised to celebrate children's achievements and preparation for life ahead. At present all children are solely cared for by the setting. Key persons are aware of the need to liaise with other settings, such as, childminders or Pre-Schools to share information about children's learning and development to ensure continuity and coherence.

Children thrive in this highly organised and stimulating environment where practitioners dedicate time to enhance the setting by implementing excellent systems to monitor and evaluate the provision. Practitioners are successful in identifying areas for improvement and to build on their strengths, as part of maintaining continuous improvement. Although, there are currently no children attending with English as an additional language, practitioners have identified that this an area where they would like to further develop. Practitioners have a very clear vision to provide the best possible opportunities for children.

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

Children benefit from the warm and welcoming environment because practitioners are experienced and have very good knowledge of the Early Years Foundation Stage. Practitioners use information from parents to form a basis for each child's individualised learning and development. Thorough observations and assessments help to make meaningful plans for the next steps in children's learning and development, which incorporates their interests. Children are constantly supported by enthusiastic practitioners who observe and value what children can do. Key persons carry out in-depth observations and assessments for children when they move from a playroom to another. They frequently carry out assessments on children's progress and inform parents about the stage of development their child is at. Parents are kept informed about their child's 'learning journey' and they are able to input into this, so that an effective partnership is formed. This results in a robust system for ensuring children's learning and development. Practitioners guide children's thinking with questions about what they see, feel and think. Effective systems for tracking children's progress towards the early learning goals provides clear evidence about children's learning and development. Practitioners ensure all children make very good progress in developing skills that will help them in the future.

Children have daily opportunities to experiment with a range of media and materials. They make marks with a variety of printing materials, colour-in and practise pencil control with different writing materials. Children learn to count

using everyday objects and gain an awareness of adding and taking away, as they sing a variety of songs. They enjoy using an extensive range of equipment which enables them to learn about shape, space and weight. Measuring jugs and water encourage children to learn about quantity and capacity. Children's problem solving is extended in practical situations, such as joining jigsaw puzzles or playing with puzzles. They learn how to make sand wet enough to make shapes and play with water in a variety of ways. Children have wonderful opportunities to investigate, observe and explore for themselves. Children's creativity is encouraged as art and craft activities and role play resources are readily available. Children thoroughly enjoy a vast range of materials where they learn about texture. Play dough, sand and pasta all provide real experiences using natural materials. Furthermore, all children frequently visit an onsite museum, which provides excellent opportunities for children to interact in the galleries, especially designed to provide a 'hands on' experience in a multitude of play and excitement. Children discover themed areas, such as 'Me and My Body', 'Our Global Garden', 'Desert Discovery', 'Sound Garden', 'Living and Working Together', 'Outdoor PlayScape' and 'The Train Carriage' in an adventurous, completely child orientated environment.

Children blossom in this outstanding provision where their individual needs, interests and abilities are truly catered for. They initiate their own learning, play and ideas. Highly accessible resources enable children to make their own choices and decisions. Children develop excellent independent skills. Practitioners sensitively acknowledge and take into account children's ideas during group activities, effectively using these to extend their learning and development. Children develop a sense of responsibility as they help take care of their peers and their environment, such as tidying up the resources after they have finished using them. Children develop friendships and older and more able children can negotiate without adult help. Practitioners gently encourage children's understanding of right from wrong through use of sensitive questions to support them in recognising their behaviour. Children develop high levels of self-esteem and confidence as staff frequently and warmly praise and encourage them.

Children thoroughly enjoy well-balanced and nutritious meals. Menus are reviewed regularly to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low chairs and older children learn to follow more independent routines. Meal times are used most effectively to promote an excellent range of age appropriate social skills. Furthermore, pre-school children are frequently taken to the museum cafe, where they develop skills to prepare them for their next stage. Children have a very good understanding about the importance of personal hygiene routines. They enjoy being independent by using soap to wash their hands and paper towels to dry their hands before eating and after using the toilet. Children play in a very safe environment and undertake their own risk assessments when using apparatus. They learn about their own safety due to practitioners constantly talking and reminding them about themselves and others around them.

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

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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

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