

Eureka "Discovery Hut"

Middleride Community Centre, Middleride, Ridgethorpe, COVENTRY, CV3 3GP

Inspection date

29/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Young children are cared for by a team of practitioners who clearly enjoy their role; they show warmth towards the children and are sensitive towards their needs. Therefore, they form strong attachments.
- The management team are very involved in providing hands-on care to the children. They value their staff and, although they are a newly established group, they work very well together as a team.
- Staff are very familiar with individual children's interests. They are eagerly encouraged to make decisions for themselves. Therefore, they are given the confidence to lead their own learning.
- The majority of staff hold a childcare qualification and they have good knowledge and understanding of child development. Activities are well planned, providing children with appropriate levels of challenge.

It is not yet outstanding because

- Children are not consistently helped to understand the consequences of their own behaviour. Therefore, at times, they do not consider the needs of themselves and others.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in both playrooms and the local park.
- The inspector spoke with the manager and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at records of children's learning, the setting's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Eureka "Discovery Hut" is a voluntary sector organisation and part of Willenhall Community Forum. It opened in 2012 and operates from two rooms in the community hut in the centre of Willenhall, Coventry. All facilities are on ground level. There is a small fully enclosed outdoor area for play. The nursery serves the local and wider areas.

The nursery is registered on the Early Years Register. It opens each weekday afternoon during term time only, from 12.30pm to 3.30pm. There are currently approximately 45 children on roll, all of whom are in the early years of age group. The nursery supports

children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs seven members of staff who work directly with the children, six of whom hold appropriate early years qualifications at level 2 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- consistently explain to children the consequences of their behaviour in order to keep themselves and others safe.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and her team have a secure understanding of the revised framework and the introduction of the progress check at aged two. They are aware of the information they need to provide to parents to inform the healthy child programme. Resources are well deployed throughout the two playrooms and low-level storage encourages children to make choices for themselves. All children are assigned to a key person who has the responsibility of monitoring their learning and development. Each child has an individual learning record that is attractively presented, clearly identifying their current stage of development. The staff observe the children as they play and make written notes of what they can do and where they may need additional support. This information is then used to determine what children need to do next and informs future planning.

Parents are encouraged to be fully involved in their children's learning. For example, staff talk with them as they collect their children and share their written observations with them. In addition, parents are asked to contribute towards their children's learning record by sharing their observations of their child's learning at home. Therefore, children's development is effectively monitored and they are making good progress across the seven areas of learning. Staff prepare the nursery environment prior to the arrival of the children, in accordance with their weekly planning. Children are provided with a good variety of adult-led and child-initiated activities in both large and small groups. They are fully encouraged to lead their own learning by staff who are keen to accommodate their requests.

Children adore role play and pretending to be members of staff. Staff extensively support this by providing all the resources they need for them to feel they are fully 'in character'. For example, children wear the staff's name badges, use their clipboards and paper and

write with their pens. At circle time, they sit on a chair in front of a group of children with their legs crossed, pretending to mark the register. Staff further extend their learning by asking them questions that make them think. For example, when children ask to have the sheet of stickers a member of staff is holding they ask them 'why do you need the stickers?' They also ask 'when do you think you might give a sticker to one of the children?' Children respond by saying 'special', the staff praise them for recognising that the stickers are for when children are kind and share with their friends. Therefore, children feel confident in leading their own learning and grow in their self-esteem.

Children have lots of opportunities to explore materials and be creative. For example, they regularly paint pictures and play in flour. Staff support their learning as they explore. For example, they sit at their level in close proximity to them talking about what the flour feels like to touch. Children are introduced to words, such as 'hard' and 'soft'. They are also encouraged to share what they know about flour and how it can be used. For example, children talk about 'making cakes and you can eat it'. Staff praise them for sharing their knowledge and ask them more about the cooking process. As a result, their vocabulary is being enhanced and they are learning to converse with adults through sharing their own experiences. These developing skills prepare children in readiness for moving on to another provider or to school.

The contribution of the early years provision to the well-being of children

Overall, children's behaviour is generally good. This is achieved because some staff make the children aware of the boundaries and the consequences of their actions. For example, they explain that when playing on the roundabout you have to hold on or you will fall off. Therefore, children are learning the difference between right and wrong and how to keep themselves safe. However, this approach to handling children's behaviour is not always consistently applied throughout nursery. Some staff simply tell the children 'no' when they present undesirable behaviour. As a result, children are not effectively learning how to behave and keep themselves and others safe.

On arrival, parents and their children are welcomed into the nursery by the friendly staff team. They take time to give all families individual attention and encourage them to talk about the children's general well-being. Therefore, this promotes consistency in the care of the children. Children who are less settled or new to the nursery are supported by familiar staff in a sensitive manner. Consequently, this helps them separate from their parents and engage in the activities that are on offer. Good settling-in procedures ensure that staff obtain relevant information about children's likes, preferences, routines and abilities during short visits. This information is then reviewed on a regular basis to ensure all details are up to date. Consequently, the children's needs and parents' wishes can be continually met.

Secure transitional arrangements fully support the children and their families as they move on to other providers or school. For example, when families move from one area in the city to another, staff visit the nursery the children are moving to. With parental consent, they share their knowledge and records of the children's overall development and care needs. In addition, staff invite reception class teachers into the nursery to meet the

children in an environment they are comfortable in. Therefore, children feel secure and are at ease in building new relationships that support them through to the next stages in their lives.

Children learn good personal hygiene through consistent routines and positive role modelling by staff. For example, they are encouraged and supported in washing their hands prior to sitting at the snack table. Consequently, they are beginning to learn about self-care and the importance of preventing the spreading of germs. The nursery provides the children with a nutritional variety of snacks to eat whenever they choose throughout the session. They select what they would like to eat for themselves and have a go at pouring their own drinks. Therefore, they are learning skills in becoming independent.

Staff are aware of the benefits of fresh air and exercise, ensuring that outdoor play is regularly included in the planning of activities. They discuss outdoor play which is heavily featured in each session, as they have identified that some of the children are more active learners in the outdoor environment. Children enjoy playing in the nursery garden, walking in the local woods and playing on the equipment in the park. These activities positively contribute towards a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

There is a strong capacity for improvement as the management and staff are fully committed to ensuring the nursery provides high quality childcare. Led by the manager, the team accurately identify the strengths within the provision and areas that need to improve. For example, they have identified that some of the children are not currently operating at expected levels in accordance with their age. This specifically relates to their skills in communication and language. To overcome this matter and offer the children as much support as possible, they are developing more focused sessions in smaller sized groups. The manager has a wealth of experience in supporting children's language development. For example, she has participated in a number of initiatives that encourage every child to be a talker.

Self-evaluation takes into account the views of the staff and the parents. They are strongly encouraged to share what they think about the nursery and how it operates. Therefore, they can be fully included in the life of the nursery. The manager also welcomes advice and support from her early years advisors in order to improve outcomes for children and their families. She has an early years degree and the high majority of staff hold a childcare qualification, all of which positively impact upon the quality of the service. Staff are also encouraged to further increase in their professional development by attending short courses. For example, all staff have attended a course on safeguarding and they all hold a valid first aid certificate. Consequently, they can provide children with appropriate care in the event of an accident. Staff share they feel valued and supported by the management team through regular supervision and the introduction of appraisals.

Management and staff fully understand safeguarding requirements. Information on the Local Safeguarding Children Board procedures is easily accessible and the written

safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible. A record of all staff criminal record checks is maintained. Designated staff have responsibility for checking the environment on a daily basis to make sure all areas used by the children are safe. Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities and those who speak English as an additional language are fully included.

Secure arrangements are in place to work with other providers in the event of children attending more than one provision. Therefore, continuity in their education and care can be provided. Partnerships with parents have been effectively established. Parents are valued in the early stages as staff spend time with them finding out about what they know about their child. As children settle and thereafter, staff regularly inform parents of their children's current stage of learning and how they can support this at home. Therefore, children are fully supported in making as much progress as they can in relation to their level of development on entry to nursery. Parents and grandparents speak positively about many aspects of the service. They share that the children 'love the staff' and that they especially appreciate the amount of information the staff share with them when they collect their children.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451153
Local authority	Coventry
Inspection number	821985
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	45
Name of provider	Willenhall Community Forum Limited
Date of previous inspection	Not applicable
Telephone number	02476 308 016

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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