

# Eureka! Nursery

Eureka! Nursery, The 1855 Station Building, Discovery Road, HALIFAX, West Yorkshire, HX1 2NE

<b>Inspection date</b>	06/11/2013
Previous inspection date	05/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The premises are not sufficiently secure to prevent unauthorised persons entering, which compromises children's safety.
- The manager has failed to inform Ofsted of significant events that occurred at the nursery, which is a breach of a legal requirement.
- Children's welfare is not suitably promoted because they are not supervised appropriately when they are away from the nursery.

### It has the following strengths

- Staff promote children's communication and language development well through stimulating interaction and good use of questioning and this helps to promote positive quality of teaching.
- Resources are in good condition and are organised so all children can access them easily.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector looked at children's learning records and planning documentation.
- The inspector looked at a selection of documentation including evidence of suitability and policies and procedures.
- The inspector took account of views from parents and carers spoken to and parent questionnaires.
- The inspector observed children playing in all areas and outside.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Eureka! Nursery was opened in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a renovated railway station building in the grounds of the Eureka! The National Children's Museum in Halifax, West Yorkshire. The nursery serves the immediate locality and also surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in several play areas and have access to an enclosed outdoor area.

There are currently 186 children in early years age range. The nursery receives funding for the provision of free education for two-, three- and four-year old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 18 staff working directly with children, of whom 16 have an appropriate early years qualification. Of these, 13 of the staff have qualifications at level three, two at level two, two unqualified and one member of staff holds an Early Years Professional Status. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the premises are secure to prevent unauthorised persons entering the premises.
- ensure children are fully supervised and protected when out in the grounds of the adjacent area of the nursery

### Inspection judgements

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

Despite weaknesses in the provision regarding the safety and welfare of children, the quality of teaching is mainly effective and most children are progressing well. Staff's knowledge of the Statutory framework for the Early Years Foundation Stage is positive. Children have a varied, easily accessible and clearly labelled range of play things to support their learning and the educational programme offered, covers all areas of learning.

Overall, children are happy and engaged in purposeful play. They engage in activities that

will prepare them for when they move on to their next stage in learning. Staff seek information from parents at the start of each placement to establish children's interests and abilities and the staff use this information to develop individual planning for the children in their care. Regular written summaries of children's progress are in place, which are shared with parents in order for them to contribute and further support their children's learning at home. These include photographs and some samples of artwork accompanying the staff's written observations. A group plan is also in place in each room which links to children's interests and their ability. As well as an environmental plan, there are ones for focused activities that include learning objectives for individual children. There is a system in place for monitoring and tracking children's progress, and these show that children make progress in their learning and development. Staff have a clear understanding of the progress check at age two years. These are completed around the prime areas of learning in detail and include parent's comments along with any other professionals involved with the children. This ensures children aged between two and three years make progress in their learning and develop their individual skills.

Babies are able to access an attractive range of resources. They tentatively experiment with jelly; they watch it go through their toes. Staff introduce different words to them saying 'it's squelchy' and 'it's slippy' as the babies slide on the jelly. They bang the jelly with the different spoons they have. This activity helps to introduce different textures and promote communication at an early age. Staff extend the activity through introducing shredded paper to some babies who are not so keen on the jelly. Other babies crawl around the large space freely playing with the sand and different saucepans. Older children have a variety of activities on offer. Some children are very interested in the free painting as they show the visitors the firework colours of purple and green they are making. Staff introduce children to the glue sticks and show the children how to hold the glue sticks and children confidently stick the paper on, showing they have good hand and eye coordination as they place paper on using the stick. Children get opportunities to listen to stories that they choose for themselves. They look at pictures in books and enjoy impromptu singing with the staff as they wait for their snack. Specific activities are planned by staff to enable children to practise writing their names, which supports their readiness for school. Many children are skilled at this and children enjoy using the different plastic letters available to identify the different letters in their name. The activity is then extended to the outdoor area where some children write different letters with sticks in the sand.

Children with special educational needs and/or disabilities are supported, as staff work closely with parents and other professionals, such as a speech and language therapist and other outside agencies. This means that children are making progress and are fully included in the activities and events at the nursery. Parents feel valued and included in their child's learning and development. Staff ensure they discuss each child's day with parents when they collect their child. They take home 'weekend books' to contribute to their children's learning at home as well as placing comments in the children's learning record and on parent contribution boards around the nursery. Displays of children's artwork and photographs of activities give parents information on what children do during their day.

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

Children are not adequately supervised when outdoors, around the grounds and at the entrance of the nursery, to ensure they are kept safe and their welfare needs are met. Staff are not always vigilant enough to make sure children cannot wander out of sight or hearing and that entrance ways are carefully controlled to ensure unknown persons cannot enter the building unchallenged. As a result, children's safety and well-being is put at risk because some care practices are weak.

Nevertheless, staff are sensitive to children's emotional needs and provide positive examples for children to follow. For example, they are encouraged to say please and thank you at mealtimes and are praised when they behave well. Children are taught to tidy the toys away to prevent them falling when they are in the nursery and staff and children regularly practice the evacuation procedure. This helps young children learn for themselves the importance of keeping safe.

The children receive a healthy and nutritious diet; all meals are cooked at the adjacent museum and transported to the nursery. At mealtimes children of all ages are encouraged to serve themselves and staff sit with them, making it a very social time along with developing children's independence. Children learn about hygiene within the nursery through being reminded to wash their hands before mealtimes and after going to the toilet, and with posters displayed to give them gentle reminders. This procedure along with children having access throughout the day to their own drink bottles, helps to keep them rehydrated and prevent cross infection within the nursery.

All children are allocated a key person who supports them to settle into the nursery. Each key person liaises with parents to gather information on children's routines and their individual care needs. Parents feel the transition process is positive with staff allowing siblings to visit each other in different rooms to help each other feel safe and secure. In addition, transitions to school and other settings are supported well because staff invite each child's new key person into the nursery and share transition reports. This supports children to enjoy a smooth transition.

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

This inspection took place as a result of a concern raised to Ofsted relating to the safety of the children when out in the grounds around the nursery. Evidence gathered showed that safety arrangements and staff supervision of children is not always secure and that an incident relating to a child wandering away from staffs' direct supervision did occur. It was found that since the incident the manager has improved safety procedures with the aim of preventing any future reoccurrences. For example, the risk assessment for outings in the grounds has been improved to include a procedure that gives staff named children to directly supervise. However, this was a significant event relating to the safety and safeguarding of children and the manager failed to notify Ofsted of the incident. This is a breach of a legal regulation relating to safeguarding and children's welfare. Children are

also not adequately safeguarded in the nursery because staff are not always vigilant in monitoring the entrance door to visitors arriving. As a result, the inspection found that the provider was failing to meet some of the legal requirements of both the Statutory framework for the Early Years Foundation Stage and the Childcare Register. Risk assessments are in place, and since the concern and following discussion at the inspection, the manager has further reviewed the outings policy and procedure and updated all risk assessments.

The provider has a clear process for selection and recruitment and all staff are fully vetted to ensure they are suitable to work with children. The manager ensures that all disclosure barring service forms are completed and a list kept to hand. All staff have received safeguarding training to ensure they are familiar with the known signs and symptoms of abuse and the course of action to take if they are concerned about a child. All staff are subject to an induction when they start at the nursery and regular supervisory meetings and appraisals are in place. In addition, staff are able to attend a variety of training courses. The nursery manager and staff monitor children's progress in order to gain an overview of each child's skills, abilities and learning needs to ensure all children make progress.

Partnerships with parents are positive with parents feeling they can talk to the staff regarding any issues they may have. Compliments cards are plentiful and parents feel included in the life of the setting. Staff use parents' views and regularly evaluate the setting using their own self-evaluation document. Staff evaluate the planning with the manager at regular staff meetings, room leader meetings and at this time evaluates their own development areas and identifies the nursery's continuous improvement areas. The nursery have established links with local schools and other professionals that they work closely with to enable continuity of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children are unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who

is caring for children on the premises (compulsory part of the Childcare Register)

- ensure that children receiving childcare are kept safe from harm(compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY254883
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	941796
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	97
<b>Number of children on roll</b>	186
<b>Name of provider</b>	1855 Station Building Ltd
<b>Date of previous inspection</b>	05/10/2011
<b>Telephone number</b>	01422 252112

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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, which are usually the childminder's 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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