

Eureka! Nursery

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

Inspection date	25/03/2014
Previous inspection date	06/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The manager gives good attention to safeguarding children. This is because she has a good knowledge of her role and responsibility in this area, which means she can respond promptly to any concerns and keep children safe.
- Good quality teaching, which includes practitioners effective interaction, ignites children's interest and enthusiasm for learning.
- There are strong partnerships with parents, who actively contribute children's learning from home. As a result, practitioners plan meaningful activities, which support and extend children's learning.
- Children's needs are very well met through successful partnerships between the practitioners, parents, professionals and other providers. As a result, children make good progress.

It is not yet outstanding because

- Practitioners do not always support older children to develop their independence skills at mealtimes.
- Older children are not always effectively supported in learning about appropriate boundaries and expectations for behaviour.

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 observed activities and children at play throughout the inspection and conducted a joint observation with the manager.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager and the senior early years practitioner.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plans.

Inspector

Judith Bodill-Chandler

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 98 children in the 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 22 practitioners working directly with children, of these 20 hold appropriate qualifications, one at level 2, 17 at level 3, one at level 5 and one at level 6. One member of staff holds Early Years Professional Status. 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:

- develop further practitioners knowledge and understanding of effective strategies to help older children learn about boundaries and appropriate expectations for behaviour

- support older, more able children's independence at mealtimes by sitting with them and helping them to serve themselves.

Inspection judgements

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

Eureka! Nursery is a welcoming, vibrant and lively nursery. Practitioners have a good knowledge of the Early Years Foundation Stage. This means that they can provide children with a wide range of stimulating activities that capture their interest and motivate their learning. There is an appropriate balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. Practitioners use children's interests to plan activities, which lead to their next steps in learning. For example, younger children are fascinated by animals after visiting a farm. Consequently, they are provided with small world farm animals to extend and support their interest further. Practitioners complete observations on their key children and others in the nursery to ensure all children's achievements are captured. Observations link to the ages and

stages of development and have next steps identified. Photographs and pieces of work are annotated and collated in individual profiles. Practitioners have a good knowledge of the progress check at age two and share this with parents. They complete regular summative assessment for each of their key children and any gaps in learning are quickly identified and supported appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals. Children with special educational needs and/or disabilities are supported well in the nursery. Assessments accurately identify children strengths and weaknesses in learning and development. This ensures advice is sought and intervention is secured to meet children's needs at the earliest stage. Where appropriate individual educational plans are in place and are reviewed regularly. There are strong relationships with external specialist services which support children's progress further. Children who have English as an additional language are supported well. For example, practitioners support children by using key words and phrases provide by parents in the child's home language.

Teaching is consistently good. The educational programmes have depth and breadth across the seven areas of learning. Practitioners provide interesting and challenging experiences that meet the needs of all children. For example, toddlers enjoy sliding their fingers through corn flour. They engage with children well, supporting them as they play and learn within the provision. They challenge children to think about where the worm might live in the garden and why they would prefer to hide under the leaves. Consequently, children are developing their deeper level thinking skills. Younger children develop their fine motor and coordination skills by pouring water from one container to another and throwing and catching balls. Older children refine these skills by negotiating and steering the wheelbarrow outside. Children have access to a range of materials to make marks with. Practitioners routinely encourage children to write their name on paintings and pictures they have created. Therefore, opportunities for children to practice their emergent writing are fully supported. There are a good range of appropriate reading materials, which ignite children's interest. They listen carefully to stories and read and answer questions appropriately to the story. Children enjoy exploring a variety of different media. For example, babies enjoy playing with the shiny shredded paper and listening to the sound it makes as they squeeze it between their hands. They join in enthusiastically at rhyme time, singing and following actions to familiar songs. Younger children enjoy pretend play with telephones, while older children play more imaginatively dressing-up in costumes. As a result, children are beginning to represent their own thoughts and ideas through role play. Children enjoy counting how many children are going out into the garden, as they line up at the door. Consequently, they develop and improve their skills in counting.

The nursery works exceptionally hard to promote partnerships with parents. Parents contribute to their children's starting points by completing an 'all about me' sheet and frequently bring in observations from home. They access their children's profiles on a regular basis and on occasions take them home. They are kept well-informed of their children's progress through daily dialogues with their children's key person, regular consultation evenings and termly summative reports. Parents feel welcome in the nursery and are happy with their child's progress. As a result, parents make a strong contribution to meeting their children's needs.

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

There is a thorough and established settling-in process in the nursery. Children come for introductory visits to meet practitioners and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Information from parents is collected and used to support children as they move from home and when they move between rooms. All children are encouraged to bring in familiar items from home. Younger children's emotional needs are supported further with the introduction of home sleeping bags. Children are fully supported as they move between rooms and have regular visits to introduce them to their new environment. Early years staff from local primary schools visit the nursery to introduce themselves to children. Practitioners share information, which supports children's move into school. As a result, children are emotionally well-prepared for the next stage in their learning. There is a key person system in place, which helps children form secure attachments and promotes their well-being. The key person groups are displayed on the wall and parents know who their child's key person is. As a result, children are happy, safe and secure and form strong attachments with practitioners in the nursery.

There is a stimulating and welcoming environment both in and outdoors. Children access a wide range of resources, which are suitable to their age and stage. Resources and activities are well-maintained and appropriately challenging to meet the needs of children in the rooms. Practitioners are deployed effectively ensuring children are supported well and are kept safe wherever they are playing. Practitioners remind children to hold onto the walking rope when they go to the garden and not to let go until they are there. As a result, children are developing their understanding of keeping themselves safe. They help children to play and learn together and develop control over their actions. For example, younger children are gently reminded not to climb up the slide and are supported to take turns. Older children demonstrate their understanding of rules as they line up before going out to play and hold tightly onto the walking rope. As a result, children behave appropriately for their age, develop friendships and engage in cooperative play. However, there are occasional lapses when expected behaviour is not made clear to older children. For example, at lunchtime when children become boisterous practitioners are less confident to deal with their behaviour. At this time, they do not consistently remind children of, or make their expectations of behaviour clear or use positive reinforcements as an effective means to encourage good behaviour.

There are good opportunities for children to develop their understanding of a healthy lifestyle and importance of fresh air and exercise. Children are provided with healthy snacks and the practitioner talks about foods which are good for them at snack time. Children enjoy outdoor play and learning in all weathers. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. Children attend the nursery from a diverse cultural community and they develop their understanding of equality and diversity through a range of resources and books. Practitioners support children to develop their independence skills by encouraging them to put on and take off their own coats and wellingtons before and after outside play and use the bathroom independently to wash their hands before eating. As a result, children are

competent at managing their personal needs relative to their age. Younger children's independence skills are promoted well. Babies are given finger food when they start to feed themselves and are gradually introduced to bowls and spoons. However, practitioners do not always support older children's independence skills at mealtimes by sitting with them and encourage them to serve themselves.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard children. On two separate occasions, children have gone missing when they have been on outings from the nursery. The provider has effectively responded to the concerns and now has robust systems in place to supervise and protect children when they are on outings or, when they move away from the nursery, for example, when they go to the garden. In preparations for any moves, practitioners contact the museum security guards to inform them that children are leaving the nursery and where they will be going. The ratio levels has been increased at these times to ensure there is closer supervision of children. Children wear high visibility band and hold onto walking ropes as they travel to the garden or museum. On all outings practitioners are given responsibility for a very small group of allocated children. They are frequently counted as they move, when they arrive at their destination and while they are playing. On visits to the museum ratios are increased further as museum enablers support them in the building. The management team have worked with the practitioners to develop detailed risk assessments for each of the galleries in the museum. There is a clear well-written safeguarding policy, which includes the use of mobile telephones. Parents and practitioners were invited to contribute to the development of the policy after the incidents to suggest additional ways of keeping children safe.

Practitioners demonstrate a clear understanding of safeguarding procedures and what to do if a child goes missing. New entry systems have been introduced to ensure the premises are kept secure. Clear signs on external doors and gates remind parents to only let themselves in. This is reinforced further in newsletters. A new gate has also been installed to prevent children accessing the entrance area and unauthorised visitors entering the nursery. At busy times, there is a member of staff permanently at the reception desk. The nursery checks the identity of visitors and there is a signing in book to record their visit. A register referencing all practitioners' Disclosure and Barring Service check numbers ensures all practitioners are suitable to work with children. Fire alarms are tested weekly and there is a record of fire evacuation procedures. First aid requirements are met and practitioners have up-to-date paediatric first aid training. Documentation is well-kept, such as the accident records and the administration of medicine records. Daily checks in and outdoors identify any potential hazards as they are found and practitioners effectively take action to remove them. An analysis of accidents is undertaken on a regular basis to identify where most accidents occur and procedures are put in place to reduce them. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the manager works effectively with

the senior early years practitioner to have a good overview of the curriculum. Planning and assessment systems are monitored well. The senior early years practitioner uses observations to effectively monitor the quality of the provision. Practitioners contribute to the monitoring of the provision and activities by completing daily reflective journals. Children's progress is monitored by the senior early years practitioner using individual summative assessments. Consequently, individual children or groups of children with identified needs are targeted, their progress monitored, so that appropriate interventions are sought and gaps are closing. The manager has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support practitioners. Policies are clear and well-written and are in line with published guidance. Practitioners are kept up to date with any policy changes through regular staff meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Annual appraisals and regular supervisions are carried out with the manager. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from practitioner observations and supervisions. As a result, there are effective systems in place to monitor the quality of teaching.

There are well-established links with external agencies, which make a strong contribution to meeting the needs of the range of children who attend, including the needs of children with special educational needs and/or disabilities. Partnerships with parents are very good. Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up to date with their child's progress and achievements by taking home their child's achievement book and by receiving termly summary reports. There are two parent consultation evenings a year and a graduation ceremony to celebrate their move into school. Parents are kept informed with what is happening in the community with a dedicated noticeboard. Information on how to support their child at home is readily available. Regular newsletters are sent out to parents, which keep them well-informed of what is happening in the nursery. Links with other providers are good and transition books are used to support children as they move between providers and home. A parent forum and a website keep them informed of what is happening in the nursery. All actions from the previous inspection have been effectively addressed. There is a strong drive for improvement with detailed action plans, which address the immediate concerns around safeguarding. Practitioners and parents are actively encouraged to contribute to these plans at staff meetings and parent forums. Good links with the local authority support officers have supported this process further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY254883
Local authority	Calderdale
Inspection number	955580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	98
Name of provider	1855 Station Building Ltd
Date of previous inspection	06/11/2013
Telephone number	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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