

Inspection of Eureka a Place for Discovery

'Eureka' A place for Discovery, Willenhall Education Employment and Training Centre, 239 Robin Hood Road, COVENTRY CV3 3AN

Inspection date: 16 August 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children form strong emotional attachments to their key person and staff. As a result, children feel safe and secure and settle quickly into the daily routines of the nursery. Children display positive behaviours. They learn to take turns and use their manners with gentle reminders from the friendly and professional staff. Children confidently explore their surroundings and make independent choices on the direction of their play. Staff are attentive and sensitive to children's individual needs. They know the children well and plan enjoyable activities based on their interests and next steps in learning. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

Children are provided with opportunities to develop an understanding of the world. They take part in outings in the community, such as visiting the library and the local shops. Staff encourage children to learn about cultures represented by children who attend, and they celebrate festivals throughout the year. This helps all children to feel celebrated and develop an awareness of diversity and the wider world.

Children receive an abundance of praise and encouragement for their achievements, which helps them to feel valued and boosts their self-esteem. Children develop good levels of independence and self-care skills. They practise good hygiene routines, such as washing their hands before eating and after using the toilet. Children are provided with a range of snacks and freshly cooked meals as part of a healthy and balanced diet.

What does the early years setting do well and what does it need to do better?

- The management team and staff are passionate, have a clear vision for future development and provide a happy environment for the children. The management team works closely with staff to reflect on the quality of provision to identify areas for improvement. They structure the curriculum to support and build on what children know and can already do. Staff receive regular supervisions which help to identify strengths and targets to help improve their teaching skills.
- Partnerships with parents are strong. The management team and staff work well with parents and communicate effectively with them, both verbally and through an online application. Before new children start at the nursery, staff gather key information from parents, which helps staff to plan familiar care routines and toys according to children's interests. This helps children to feel settled and welcome. Parents speak highly of the nursery. They say their children are always excited to be there and that they value the information they receive about the

progress their children make.

- Children benefit from daily opportunities to play and exercise in the fresh air. They ride on tricycles and navigate and negotiate space successfully. Staff closely supervise children as they practise their balance and coordination skills on climbing apparatus and balance beams. However, opportunities for children to take age-appropriate risks and learn how to keep themselves safe are not consistently supported. This is because staff are occasionally too quick to step in and help children.
- On the whole, staff support children's communication and language skills well. They engage children in meaningful conversations and provide a narrative as they play. Staff have completed Makaton sign language training to help support all children, in particular those with SEND, to enhance interactions and their overall learning experiences.
- Staff listen to what children have to say and ask a range of open and closed questions. However, on occasion, staff do not give children enough time to think and respond to questions. This means children are unable to gather their thoughts and express their own ideas and opinions.
- Staff provide children with enjoyable opportunities to learn about the natural world and environment. For example, children help to grow and harvest fruit and vegetables, such as strawberries and potatoes, and learn new words such as 'pollination'. Children take turns to pick blackberries and apples from the garden and excitedly tell the inspector they are going to make a fruit crumble.
- The management team has established close links with staff from the local primary school. Children visit the school before they start which allows them to feel comfortable in their upcoming new surroundings. The management team shares information, ensuring continuity in children's learning and smooth transitions.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have undertaken training to help them to identify when children may be at risk of harm. They are confident in the procedures to follow should they have any concerns about a child's welfare. Staff risk assess the premises, both inside and outside, and take action to ensure any risks are minimised. The management team ensures safer recruitment practices are followed to make sure that staff are suitable in their roles.

What does the setting need to do to improve?

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

- provide guidance to staff to help them know when to intervene in children's play, to further support children to think about and manage risks for themselves,

particularly when playing outside

- encourage staff to give children sufficient time to listen, think and respond when asking questions, to enhance their thinking, communication and language skills.

Setting details

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| Unique reference number | 507692 |
| Local authority | Coventry |
| Inspection number | 10234574 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 11 |
| Total number of places | 57 |
| Number of children on roll | 67 |
| Name of registered person | Willenhall Community Forum Limited |
| Registered person unique reference number | RP521910 |
| Telephone number | 02476 308016 |
| Date of previous inspection | 27 September 2016 |

Information about this early years setting

'EUREKA' A Place for Discovery registered in 1997. It operates from the Willenhall Education, Employment and Training Centre in Coventry and is run by a voluntary sector organisation that is part of the Willenhall Community Forum. The provision operates Monday to Friday, all year round, from 8am to 5.30pm. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 16 members of staff employed to work directly with the children, 14 of whom hold early years qualifications from level 2 to level 7.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

We carried out this inspection 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.

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