

'EUREKA' A place for discovery

Willenhall Training Centre, Robin Hood Road, WILLENHALL, Coventry, CV3 3AN

Inspection date

07/06/2013

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

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

- At times, staff deployment is ineffective. Consequently, children are not kept safe and can leave the building unsupervised and children are not fully safeguarded, as a result.
- The nursery has not informed Ofsted of all significant events, such as a child leaving the building unsupervised, which means they are not meeting the safeguarding and welfare requirements, putting children at risk of harm.
- The nursery does not consistently provide children with sufficient opportunities to be able to fully use their home language in their play and learning as they do not have sufficient information about the language children use at home.

It has the following strengths

- Management and staff warmly welcome children, their parents and visitors into the nursery. The visual environment is stimulating to both adults and children. Therefore, parents are provided with lots of information and children settle well on arrival.
- All staff hold a childcare qualification and they are encouraged to develop further in their own professional development. They have suitable knowledge and understanding of child development and how young children learn. Therefore, children are making satisfactory progress.

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 in all playrooms and the outdoor area.
- 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' A place for discovery day care is run by the Willenhall Community Forum based at the Willenhall Education, Employment and Training Centre. The day care operates from self-contained rooms, with nearby rooms used for the creche and playscheme. It is situated in the Coventry area of the West Midlands and serves the local community and surrounding areas. There is a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It opens five days a week, all year round. Sessions are from 8am to 5.30pm. There are currently 118 children on roll, all of whom are in the early years of age group. The nursery currently supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs 21 members of staff who work directly with the children, all of whom hold appropriate early years qualifications at levels 2 and above. 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:

- review operational plans in relation to staff deployment to ensure that children are safe at all times and cannot leave the building unsupervised
- develop knowledge and understanding of when to notify Ofsted of all significant events that is likely to affect the suitability of the early years provider
- find out more information about children's home language including key words and provide opportunities for them to use these in their play and learning.

Inspection judgements

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

The staff demonstrate suitable knowledge and understanding of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They are aware of the prime and specific areas of learning and plan accordingly, taking into account children's age and level of development. Staff undertake planned and spontaneous observations of the children's learning. They make assessments about what they need to do next and identify where they may need additional support. Children are

then presented with a variety of experiences to help them move onto their next stage in their development. Staff caring for children with special educational needs and/or disabilities know these children very well. They are sensitive towards their individual needs and effective in supporting them and their families.

The print rich environment helps children begin to understand that print carries meaning. For example, children in the pre-school room are involved in sharing their ideas to inform a group authored story about a butternut squash. Therefore, children's language skills are being supported. Younger children are also involved in working in small groups called 'blast' sessions. These sessions are regularly repeated and led by a member of staff. Children are supported in turn to speak, by talking about a familiar card staff hold in front of them and singing familiar short songs. For example, they sing the 'hello' song. As a result of this practice, children are supported in readiness for school. However, children with English as an additional language do not have consistent opportunities to use their home language in their play and learning. This is because some staff do not find out enough information about the language children use at home. Therefore, overall children are making satisfactory progress in their learning and development.

Children's personal and social development is well supported. Babies respond to familiar carers and their activity increases as they appear. For example, when familiar carers talk to them they move their arms and legs and smile. Children in the pre-school room are involved in activities that promote their confidence and social skills. For example, they have opportunities to speak out in a large group and share their experiences. Topics, such as summertime, are introduced by staff and in turn children hold a soft fluffy owl which means it is their turn to speak. All staff listen intently to what the individual children have to say and other children are also encouraged to be quiet and listen. Consequently, children feel valued and important and are learning about the world around them through their peers experiences. For example, they learn what clothes are good to wear when playing in a paddling pool.

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

Children's well-being is not fully safeguarded by the nursery because a child was able to leave the nursery unsupervised. This is a breach of safeguarding and welfare and Childcare Register requirements. Although some measures have been put into place to prevent this happening again, the manager is not aware of how a child was able to leave the nursery unsupervised. Therefore, further action is required.

Overall children's behaviour is generally good. This is achieved because staff make the children aware of the boundaries and the consequences of their actions. For example, they explain to toddlers, 'If you go up the slide the wrong way, you will bump into your friends who are coming down.' Young children are also discouraged from putting toys and resources in their mouths. Therefore, children are learning how to keep themselves and others safe and how to behave.

The nursery environment is extremely welcoming to parents, their children and visitors. The staff are friendly, they talk to the children as they arrive and show an interest in what

the parents have to say. They take time to give all parents individual attention and encourage them to share any matters affecting their children's general well-being. Therefore, this promotes consistency in the care of the children. Babies who are tired or less settled are supported by a team of familiar staff. Older children who are not fully confident to engage in play on arrival are warmly supported by their key person. They are reassured as they settle until they are ready to go off and explore the play that is available to them. As a result, this helps children to separate from their parents and engage with their peers.

Secure settling-in procedures ensure that staff obtain relevant information about children's individual needs. Staff spend time getting to know the children and their parents. They find out about their current stage of development and if they have allergies or dietary needs. Therefore, the children's needs and the parents' wishes can be continually met.

Secure transitional arrangements fully support the children and their families as they move onto other providers or onto school. For example, reception class teachers from local schools are invited to come and spend time getting to know the children in familiar surroundings. Staff also take the children on visits to local schools, helping them to become familiar with the environment. Therefore, children feel secure and are at ease in building new relationships that support them through to the next stages in their lives.

Many staff hold a first aid qualification; therefore, children can be appropriately cared for in the event of an accident. Children learn good personal hygiene through consistent routines. They are encouraged to wash their hands at appropriate times, for example, prior to eating meals. Older children participate in discussions that help them extend their understanding of being healthy. For example, they engage in conversations with staff about 'good foods' and 'not so good foods'. They are introduced to less familiar fruits and vegetables through stories and activities. For example, they contribute to a story about a butternut squash. All children have good opportunities to play outdoors in the fresh air. Many activities are provided outside that encourage the children to be active and exercise their bodies. For example, they have fun digging in the mud, balancing on and building with large crates and bouncing around on space hoppers. Consequently, children are learning how to lead a healthy lifestyle.

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

This inspection was brought forward by Ofsted, following notification from a parent that a child was able to leave the nursery unsupervised. Ofsted was not informed of this incident, as the manager did not deem the matter significant. Therefore, the nursery is not meeting the safeguarding and welfare requirements, putting children at risk of harm. This also applies to both parts of the Childcare Register.

Procedures for recruitment, selection and induction are clear and vetting procedures for staff are robust. Appraisal meetings help to identify any future learning required by individual staff. All students are fully supervised and guided by staff in their role within the nursery. Nursery policies and procedures are shared with them as they begin their

placements. Therefore, they are fully aware of how the nursery operates and their responsibilities. Parents are made aware of the safeguarding policy the staff must follow in the event of a concern. Staff members' safeguarding knowledge of reporting procedures in the event of a suspicion of child abuse is kept up-to-date. This is achieved through regular training and discussions in staff meetings. Most areas of the nursery are effectively risk assessed and potential hazards are minimised.

There is suitable capacity for improvement as the management and staff are keen to improve practice within the nursery to ensure they provide good quality childcare. For example, they have introduced a register to show a record of children when they leave their base room and move through to the 'late stay' area at the end of the day. Management have also been closely observing the staff to ensure they all follow security procedures at all times. Led by the manager, the team spend time during development days identifying the strengths within the nursery and areas that need to improve. For example, they have identified that babies would benefit from a completely separate area from toddlers, so that both age groups have more free space to explore their environment. Plans are presently being considered and funding has been identified. Therefore, this improves the provision for children and their families. Self-evaluation fully considers the views of parents. They are strongly encouraged to share what they think about the nursery through talking to staff and completing questionnaires. Therefore, they can be fully included in the life of the nursery. The manager is also very accepting of advice and support from her early years advisors. She uses her local authority rating scale as a tool to identify and improve overall practice. Recent ratings were extremely high. The manager is highly qualified in childcare and many staff have a foundation degree in working with children and families. Further training through short courses is given high priority, which impacts on some aspects of the quality of the service. Staff feel valued and well supported by management, they work as a team and are encouraged to grow in their professional development. Inclusion is suitably promoted as partnership working has 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 suitably included.

Good arrangements are in place to work with other providers where children attend more than one setting at a time. Therefore, continuity in their education and care can be provided. Partnerships with parents have been effectively established. Parents spoken to at the inspection share they are very grateful to the manager and staff as they are continually offer support to them in their role as parents. They also share their children are very happy to come to the nursery. They especially appreciate that the staff are friendly and their children are helped to progress, especially in their speech and language development.

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 unsupervised (compulsory part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (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	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 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 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	507692
Local authority	Coventry
Inspection number	922317
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	83
Number of children on roll	118
Name of provider	Willenhall Community Forum Limited
Date of previous inspection	21/02/2011
Telephone number	02476511228 Direct tel 02476 308016

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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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