



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507692

DfES Number: 591717

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Lynn Morris

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	'EUREKA' A place for discovery
Setting Address	Willenhall Training Centre Robin Hood Road Willenhall Coventry CV3 3AN

REGISTERED PROVIDER DETAILS

Name	Willenhall Education, Employment & Training Centre
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ORGANISATION DETAILS

Name	Willenhall Education, Employment & Training Centre
Address	Robin Hood Road Coventry West Midlands CV3 3AN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

'EUREKA' A place for discovery day care opened in 1997. It operates from self contained rooms for day care and the Taylor Suite for their playscheme at the Willenhall Education, Employment and Training Centre in the Willenhall district of Coventry. The setting serves the local community.

There are currently 92 children from birth to eight years on role. This includes nine funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions, including a Saturday crèche and a holiday playscheme. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens six days a week all year round. Sessions are from 08:30 to 17:30.

There are eight part time and eleven full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are four staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting supports the ethos of Reggio Emellio in discovering and using natural materials.

How good is the Day Care?

'EUREKA' A place for discovery' day care provides good quality care for children. They are cared for in a safe and stimulating environment. Children experience a wide range of activities and choose from resources, many of which are made of natural materials, where emphasis is placed on Heuristic play and activities which develop the senses. Children are able to make choices and independence, especially at meal and snack times, is developing well.

Health and safety is addressed and hygiene routines are encouraged. However, staff need to ensure that all equipment used by children is hygienically stored. Children make good relationships with each other and staff. Staff have effective

strategies to manage children's behaviour and as a result children learn to share and take turns.

Staff have undertaken many courses related to childcare and are committed to accessing training which develops their practice and skills. They work particularly well with families who need support.

The key worker system is effective and has enabled good relationships to be made with parents. They are consulted about their child and systems are in place for parents to receive information about their child's progress. All documentation and information about children is in place. It is well organised and maintained to a good standard.

What has improved since the last inspection?

At the last inspection the setting agreed to forward a copy of the building regulations certificate to the Regional Centre. This has been received. They also needed to ensure the security and safety of staff from the general public using the Training Centre where the setting is located. Parents now have their own entrance into the premises through the nursery outside doors and staff have a separate internal entrance fitted with a security push button locking device.

Staff also needed to ensure that the playscheme room was secure for the children and prevented unwanted visitors entering the premises. The doors to the outside are now kept locked when children are present and the reception for the Centre has been moved and is now located directly outside of the room used for the playscheme. Unwanted visitors cannot access the playscheme without firstly reporting to reception. As an added precaution when the reception closes the children are cared for in the self contained nursery rooms.

Staff also needed to ensure that the outside play space used for the playscheme was secure. Since the last inspection security cameras have been installed in the play area. The children only use the play area when there are no other groups using the Centre and at all other times they use the secure nursery garden.

What is being done well?

- Management and staff are committed to accessing courses and training which enhance their personal development and improve their childcare skills.
- Children throughout the day care choose from a very good range of play and activities. There is emphasis on Heuristic play using a wide variety of natural materials both indoors and outside.
- Children's learning and development is enhanced through a good range of activities which stimulate the senses.
- Good relationships are being fostered. Staff provide good role models and manage children's behaviour consistently. Children learn to share and take turns in group situations and their independence skills are developing well, especially at meal and snack times.

- Parents are consulted about their child. They receive written daily information from their key worker about their child's progress and have opportunities to attend Open Days where they can sample activities their children take part in.
- Staff support families well and work closely with parents. They attend review meetings with Social Services and other agencies and take part in planning for children's development and care.

What needs to be improved?

- the procedures to store children's buggies away from adult toilets.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure good hygiene practices are in place regarding storage of equipment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

'EUREKA' A place for discovery' day care offers generally good quality nursery education, which helps three and four-year-old children make progress along the stepping stones towards the early learning goals. Children make very good progress in personal, social and emotional development, mathematical development and creative development.

Teaching is generally good. All staff have attended Foundation Stage training and Curriculum Planning training. They use their knowledge to plan a curriculum which helps children to progress along the stepping stones in most areas of learning. The daily routine is well balanced. However, the challenges set for three and four-year-olds during physical activities are limited. Children do not yet link sounds to letters and there are few resources for children to use information technology equipment. Observations and assessments of children's learning effectively plan for children's future learning. Staff have good strategies for getting children to listen and children learn to behave appropriately. Relationships are fostered well and the use of praise and encouragement is given high priority.

Leadership and management of the day care is very good. They work well together as a team and staff are appropriately supported. There are effective strategies to assess their strengths and weaknesses, to make changes and improve care and education.

Partnership with parents is generally good. They receive good information about the setting and notice boards give information about the foundation stage curriculum. Key worker systems are in place and staff build and maintain good relationships with parents through daily discussions and reports about their child's progress. There are limited systems in place for parents to become involved in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They have formed good relationships with each other and familiar adults and they are excited and motivated to learn.
- Staff provide good role models and as a result of their continuous praise children are well behaved. They have effective strategies which encourage children to listen.
- Children have many opportunities during every day activities indoors and when playing outside to count and to practice counting.
- Children are encouraged to use a wide range of natural materials and Heuristic play is developed well. Children create pictures and models using a variety of materials and equipment.

- Management structures are effective. They create an environment where children's learning is monitored and evaluated, staff are supported and morale is good.

What needs to be improved?

- the opportunities during daily and planned activities for children to use information technology equipment and find out how things work
- the range of activities to help children to begin to understand how letters link to sounds
- the daily opportunities for children to learn to climb
- the review of systems used to enable parents to become involved in their child's learning.

What has improved since the last inspection?

The progress made since the last inspection is generally good. Staff needed to create better opportunities for pretend play on a regular basis to develop children's language skills and creativity. Children now have opportunities daily both indoors and outside to access imaginary play. Staff develop and extend children's language appropriately.

Staff also needed to extend the range of resources and activities for four-year-olds and those more able, particularly in the areas of physical play and with regard to learning simple addition and subtraction in mathematical development. Some progress has been made in the challenges set for physical play. For example, large crates and large pieces of wood are available for children to use for construction outside. However, resources to develop climbing are limited at the setting but children do visit the local park. Staff are currently looking at funding opportunities to extend the garden area.

Mathematical development for all children is progressing well and children have resources and activities which progress them along the stepping stones. They are developing a good understanding of calculation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with each other and familiar adults. Three and four year old children are interested and excited when trying new activities and show obvious delight when engaging in activities. Behaviour is good as a result of staff's constant praise. Independence and self-esteem are developing well and less able children are supported appropriately by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident speakers and use a range of vocabulary. Their vocabulary is extended by skilful use of questions during activities and group time. Children enjoy looking at books and listen well during stories. They have good opportunities to make marks and to practice writing, using a variety of different materials. Some four-year-olds attempt to write their name. There are limited activities, which help children begin to link letters to sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a very good range of activities and opportunities to count and to practise counting. They confidently count objects or people and most can count to ten. They are developing an understanding of calculation and can answer staff well when asked "How many will be left". Children use positional language and are learning about size and weight. They make patterns using different materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to learn about the natural world and how things grow. They have daily opportunities to use a variety of construction materials and handle tools to make recognisable models. However, opportunities for them to use IT equipment and resources to find out how things work are limited. They visit their local area and make good links to their theme. Through a programme of planned festival celebrations, children are beginning to develop an understanding of culture and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children engage in a range of activities both indoors and outside which help them to be active. They are learning how to keep their bodies healthy. Some three and four-year-olds are developing control and co-ordination. However, space limits the use of equipment to help children climb. The daily use of an indoor / outdoor classroom enables children to use a range of small tools and equipment with growing confidence. They are developing good fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are many daily opportunities both indoors and outside for mark making, drawing and painting. A wide range of resources enable children to create pictures and make models. Children make good use of the baskets of natural materials and use their imagination well during free play sessions. Children select resources freely and use them creatively. Children enjoy singing and dancing daily and use a good range of musical instruments.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide opportunities during daily and planned activities for children to use information technology equipment.
- Provide more opportunities for children to link sounds to letters.
- Increase opportunities for children to climb
- explore systems to enable parents to become involved in their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.