

'EUREKA' A Place for Discovery

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

Inspection date

21/02/2014

Previous inspection date

07/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Children make good progress because staff effectively observe and assess their level of achievement. Communication between parents and staff is very good with regard to sharing information on care and learning. Staff are aware of, and plan in accordance with, children's different interests as well as their stage of development.
- Staff successfully minimise potential risks in play rooms and in the outdoor play area. The premises are secure and children are safeguarded because staff are aware of their responsibilities to protect them from harm.
- Relationships between staff and children are good, and children are happy and settled. Staff ensure that children's emotional security is given a high priority and so transition from home to nursery, within the nursery and on to school is addressed well.
- Staff support children's communication and language development well, using signing effectively as well as promoting speaking skills while they engage in conversation with children. Staff give children thinking time when they ask them open-ended questions.

It is not yet outstanding because

- The preparation for some planned activities does not take full account of the number of children who may want to be involved. Consequently, there are resources that have to be shared and this has an impact on some children's sustained involvement.
- Children's independence at mealtimes is not maximised because they do not serve their own meal, and they are not consistently asked to pour their own drinks.

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 playrooms and in the outdoor play area.
- The inspector spoke to the provider, staff and children during the inspection.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

'EUREKA' A Place for Discovery was registered in 1997 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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. Care for early years children takes place in self-contained rooms within the premises, with nearby rooms used for a creche and playscheme. The provision serves the local community and surrounding areas. There is an enclosed outdoor play area. The provision operates Monday to Friday, all year round, from 8am to 5.30pm.

There are currently 118 children in the early years of age range on roll. The provision supports children who speak English as an additional language and children with special educational needs and/or disabilities. It provides funded early education for two-, three- and four-year-old children.

There are 21 members of staff employed to work directly with the children and all hold early years qualifications. The provider/manager is qualified at level 7, six staff are qualified at level 5, 12 are qualified at level 3 and two at level 2.

What the setting needs to do to improve further

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

- consider the size of the group taking part in some planned activities and ensure that sufficient resources are provided so that all children remain involved and interested
- extend the good practice that promotes children's independence, for example, by giving them the opportunity to serve their own food, and by more consistently encouraging them to pour their own drinks.

Inspection judgements

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

Children make good progress because staff promote their learning and development effectively. Each child is supported well by their key person and good planning ensures that all children are challenged well. Planning for learning is tailored to individual needs and interests. Children show confidence and curiosity as they explore a stimulating learning environment. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's

learning in the nursery and at home. Staff make sure that children with special educational needs and/or disabilities are supported well so that they make as much progress as they can. All children develop skills in readiness for reception class in school. Staff are aware of the requirement to provide parents with a progress check at age two and they complete this when necessary.

Children play happily and they are confident, settled and secure. Their communication and language development is promoted well by staff. Signing is used effectively with babies and older children, and staff promote young children's speaking skills effectively by repeating single words that they say back to them. Young children are encouraged to put two and then three words together and older children confidently use full sentences when they talk with staff and each other. Children's language development is extended because when staff ask questions, these are open-ended and staff give children time to think before expecting them to respond. Children who speak English as additional language are given good support by staff in using their home languages as well as in learning to speak English. Children spontaneously use mathematical language while they play, and use their fingers to represent numbers. For example, they show fingers to identify how old they are, talk about and compare different sizes and talk about how many times they should jump during a movement to music session.

Children's manipulative skills are developing well and are practised daily because they enjoy access to a full range of safe small toys and tools. Art and craft and graphics resources are easily accessible at all times and pencil control is developing well. Younger and older children make marks with their fingers as they explore the texture of flour. Young children mimic staff and create circular shapes in the flour, and they use brushes and water to make marks on chalk boards. Opportunities for children to explore their senses are very good and an inviting sensory room is enjoyed by all children. Babies explore the different textures of items in treasure baskets, and enjoy playing with sand, water and paint. They help to make their play dough. Toddlers and pre-school children are keen to be involved in a cooking activity. They are encouraged to explore the texture and smell of the eggs and flour, they help to weigh the ingredients, and practise physical skills as they mix the ingredients with large spoons and with their hands. However, the learning of all children is not maximised during the activity because staff have not anticipated how many children want to take part and there are not enough resources to go around. Consequently, the waiting time for children to weigh, mix, mould and then roll out the dough for the biscuits they are making means that some children lose interest.

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

Children's personal, social and emotional development is addressed well by staff in accordance with their different needs. Relationships between children and staff are strong, and children are happy, settled and secure. Their emotional security is initially addressed effectively because key persons support them well in the transition from home to the nursery. Transition within the nursery is well organised and children are prepared well for their move on to other early years settings and reception class in school. This is because teachers from local schools visit children in the nursery, and children visit schools. This

aids transition and ensures coherence of learning. Children's social development and awareness of their similarities and differences are enhanced by staff because children get to know people in the local community and they learn about different traditions. Children's independence is generally promoted well by staff. For example, they confidently choose from a good variety of resources in playrooms and in the outdoor play environment and they learn to manage their own self-care needs. However, their independence is not consistently extended at mealtimes because they do not serve their own food and do not always pour their own drinks. In order to address children's self-esteem, positive reinforcement is the major strategy used by staff to manage children's behaviour. Children behave well and staff are good role models. Resources are safe and meet children's learning and development needs well.

The play environment created by staff is warm and welcoming for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well met. Information on good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because staff encourage them to be physically active on a daily basis and they enjoy outdoor activities throughout the year. Children's welfare is addressed effectively because staff ensure that their good health is protected and because the play environment is safe and secure. Children learn how to keep themselves safe. For example, they learn how to cross the road safely while they enjoy local walks, and when playing in their woodwork station they are able to use real tools and equipment, such as hammers and nails, under the direct supervision of staff. In order to protect children's good health all staff complete first aid and food hygiene training. Meals and snacks provided for children are suitably healthy and nutritious, which contributes to children's good overall well-being.

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

Staff ensure that good measures are in place to promote children's health and safety. They are aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Staff to child ratios exceed requirements. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are comprehensive in order to safeguard children. The provider and manager make sure that all staff keep their safeguarding knowledge up to date so that they are aware of their responsibilities to protect children from abuse and neglect. Parents are made aware of the safeguarding procedure and the Coventry Safeguarding Children Board procedures.

The provider and staff members ensure that the educational programmes are monitored effectively so that children are challenged effectively and make good progress. In order for staff to review and improve practice, the provision is linked to a local quality assurance scheme. Advice and support is welcomed from early years advisory staff. A thorough action plan was drawn up following the last inspection and actions raised at the time of inspection have been addressed well. Current priorities for improvement include ensuring that a member of the staff team holds Early Years Professional status, extending the

provision for two-year-olds, and increasing the group activities organised for parents. The choice of resources is good and meets the developmental needs of children well. Required documentation is kept up to date.

The partnership with parents is strong. Staff are fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. Good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is thorough and includes a full range of policies that successfully reflect staff practice. Feedback from parents on the service provided is obtained through the implementation of a questionnaire, and is used to review and improve practice. Staff work successfully in partnership with other early years providers to ensure consistency of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	507692
Local authority	Coventry
Inspection number	926580
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	07/06/2013
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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