

# Inspection of Eureka! Nursery

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

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Inspection date: 3 January 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Practitioners respect children and take time to listen to their views. They extend and challenge children's thinking skills in many of the interactions that take place. Practitioners are skilled in supporting children to share toys and be kind to others. Children are happy, behave well and listen carefully to instructions. Practitioners frequently provide children with positive praise for their achievements. This helps to ensure that children feel safe and emotionally secure. Promoting children's well-being is at the heart of everything practitioners do. Children have strong relationships with their key person. They explore all aspects of the bright and stimulating environment. However, children do not consistently develop their independence skills.

Children maintain attention for prolonged periods of time as they listen to a range of stories read by practitioners in different contexts. Practitioners working with children in the toddler and pre-school rooms have high expectations for children's communication skills. However, practitioners in the room for children aged under two years do not consistently develop children's vocabulary. This limits children's language development. A range of snacks and meals are provided for children that promote a healthy lifestyle. Children have daily opportunities to explore the outdoors and develop their large-muscle skills. Children are enthusiastic to learn. They consistently demonstrate the characteristics of effective learning, such as concentration and high levels of interest.

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

- A strong emphasis is placed on developing children's exploratory skills, for example through visits to the science museum and by providing children with a variety of resources and equipment. This helps to stimulate children's imagination and investigative skills.
- Children gain an awareness of the wider world. For instance, they visit other towns on train trips and learn to speak Spanish. Children deepen their personal and social skills. They have regular opportunities to interact with different generations in a local home for older people.
- Children with special educational needs and/or disabilities make good progress. The staff ensure that all children have access to the activities and experiences on offer. Parents comment on how pleased they are with the progress and developments their children make. Practitioners use Makaton signs to communicate key words in conversations with children who need extra support in their language development.
- The curriculum is carefully planned and practitioners understand how children learn. Older children engage in lively conversations with their peers and role play with each other for long periods of time. For example, they talk about

experiencing an earthquake and how that makes them feel. Children pretend to go to the cinema and act out the roles of 'mum' and 'dad'.

- Practitioners design activities based on children's interests and respond quickly to their emerging fascinations. This helps to build children's confidence and develop their ideas. However, they sometimes step in too soon to support children. This prevents children from persevering and practising their independence skills.
- The nursery is warm and welcoming and practitioners have good relationships with parents. Their opinions are gathered in annual surveys and they have opportunities to attend parents' evenings throughout the year. Parents comment very positively about the care their children receive.
- Practitioners show good skills in managing children's behaviour. Children are encouraged to think about their feelings and are supported to resolve any differences of opinion. The atmosphere is calm and purposeful.
- Older children use a wide range of vocabulary and understand a range of concepts. For example, they understand what a screwdriver is for and how to use one. However, teaching in the room for children aged under two years does not extend or expand children's vocabulary effectively. Practitioners do not reflect back children's vocalisations or offer new words to extend their language.
- Assessment is used effectively to inform children's future learning. Practitioners have a secure knowledge of the children in their care and can explain what they need to learn next. Children are ready for school.
- Leaders continually improve the setting and devise annual improvement plans. The well-being of the staff is very important to them. Practitioners have received training to be mental health champions in the workplace.

## **Safeguarding**

The arrangements for safeguarding are effective.

All practitioners have a secure knowledge of safeguarding procedures and know what to do if they are worried about a child. They know who they should speak to if someone makes an accusation about a member of staff. All staff receive training in safeguarding and demonstrate a good knowledge of the different types of abuse. Leaders and managers liaise with other agencies to keep children safe. Risks are identified and removed, or managed effectively.

## **What does the setting need to do to improve?**

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

- increase practitioners' knowledge in the room for children aged under two years, in order to enhance the teaching of early vocabulary and communication
- maximise opportunities for children to develop their independence and allow more time for them to persevere with tasks before providing assistance.

## Setting details

<b>Unique reference number</b>	EY254883
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10132935
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	97
<b>Number of children on roll</b>	196
<b>Name of registered person</b>	1855 Station Building Ltd
<b>Registered person unique reference number</b>	RP521249
<b>Telephone number</b>	01422 252112
<b>Date of previous inspection</b>	12 April 2017

## Information about this early years setting

Eureka! Nursery registered in 2003. It operates from a renovated railway station building in the grounds of the Eureka! National Children's Museum in Halifax. The nursery opens all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and one week at Christmas. The nursery employs 29 members of staff. Of these, one is qualified at level 7, four are qualified at level 6, and 13 are qualified at level 3. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ginny Robinson

## Inspection activities

- The inspector observed activities indoors and outdoors, and the interactions between practitioners and children.
- The inspector talked to practitioners and children at appropriate times during the inspection.
- The inspector held a meeting with the leaders of the nursery. She looked at relevant documentation, including evidence of safeguarding procedures, risk assessments, and accident and injury reporting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector jointly evaluated activities with the curriculum lead at 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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