

Little Einsteins Pre-School

Inspection report for early years provision

Unique reference number	EY377181
Inspection date	19/09/2008
Inspector	Permjit Tanda / Jackie Nation

Setting address	Moorlands Methodist Church, Hydes Road, WEST BROMWICH, West Midlands, B71 2ED
Telephone number	07761 660 745
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Einsteins Pre-School opened in 2008. It operates from one room in a church hall in West Bromwich. The premises offer access to the necessary facilities for adults and children who have a disability. This provision is registered by Ofsted on the Early Years Register, and compulsory and voluntary part of the Childcare Register.

A maximum of 16 children may attend at any one time. The pre-school is open each Monday to Friday from 09:00 to 11:40 during the school term. Children attend for a variety of sessions. There are currently 15 children aged from two years six months to three years on roll. Of these five children receive funding for the early education. Children come from local and surrounding areas. There are effective systems in place to support children with learning difficulties and/or disabilities and also those who speak English as an additional language. The setting employs two members of staff who both hold an appropriate early years qualification and a volunteer who is working towards a suitable qualification.

Overall effectiveness of the early years provision

Children make sound progress in their learning and development. They enjoy their time in the setting and learning opportunities are well received by children who show enthusiasm in what is made available. The small nature of the group helps adults work closely with children to recognise their individuality and support them accordingly. Most of the systems in place ensure the children's safety and welfare. Partnership with parents and carers helps to involve them in their children's care and keep them sufficiently informed about their progress. The process of self-evaluation is developing and the settings identified weaknesses are targeted.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the range of play experiences and resources available to children daily in all areas of learning
- plan and provide activities which are appropriate to each child's stage of development as they progress towards the early learning goals
- develop further the systems to monitor and evaluate the quality of the welfare and learning and development of children
- develop further the risk assessments to include all areas accessed by children and outings
- improve health and hygiene procedures in relation to handwashing, nappy changing and food hygiene.

The leadership and management of the early years provision

The person in charge of the group plays an active role in the care of children and also ensures the setting runs smoothly on a day-to-day basis. There is a common sense of purpose between adults who work together to ensure children are happy and well settled. However, systems to monitor and evaluate the quality of the welfare and learning and development of children are not always effective and do not always sufficiently improve outcomes for children. All the policies, procedures and records required for efficient and safe management of the service are in place. There is an appropriate recruitment system in place to ensure adults working with children are suitable to do so and therefore children are safeguarded. The management team are keen to improve the service through ongoing staff development and training.

Inclusive practice is promoted adequately. All children are welcomed and are given the opportunity to take part in the session. Boys, as well as girls, enjoy role play in the domestic area and the pretend building site. The uniqueness of each child is considered and there are satisfactory procedures in place to support children with any additional needs. Children learn about the wider community through parental participation and some meaningful practical experiences during their play. There are effective links with parents and carers. This is seen through children who are confident and motivated to learn. The setting is developing their links with external agencies such as schools that children may attend on a part-time basis. This will continue to promote the integration of their care and development in the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are provided with appropriate opportunities to help them make steady progress across all areas of learning and development. The balance of adult- and child-led activities results in children being active learners. Personal, social and emotional development is a strength of the setting because staff place good emphasis on the children's settling-in needs. Consequently, children are happy and show a positive approach to learning. Although adults provide a varied and stimulating environment in which children are confident and settled. Children do not benefit from a full range of play experiences and resources daily such as sand, water, paint and dough. Therefore the opportunities for exploration and investigation are limited. Planning systems overall are consistent and cover the six areas of learning. However, staff do not always effectively plan for children's individual learning needs. Therefore activities such as group story sessions are not always successful and areas such as role-play do not offer sufficient challenge for the more able children.

Staff place sufficient emphasis on observation and assessment and are in the early stages of using this information to plan for children's learning. Staff spend most of their time interacting with the children and talking to them about what they are doing. This helps support and extend children's learning. Children show an interest in numbers, counting and problem solving through their play and show a keen interest in number puzzles and rhymes. Children's early writing skills are promoted well through a varied range of experiences. Children are beginning to recognise their own name and others.

Children move safely and freely within their environment because staff carry out daily safety checks. Written risk assessments, however, do not include all areas accessed by children and outings. This compromises children's safety. Adults teach children about keeping safe and children behave in ways which are safe for themselves and others. Staff have a sound knowledge of child protection and implement the policy appropriately. All the required accident and medication forms are in place and both staff hold current first aid certificates. Children's health and well-being is not sufficiently promoted in the areas of hand washing, nappy changing and food hygiene. This potentially compromises children's health. Although children do not have access to an outdoor play area, they have daily opportunities to increase their control and coordination and physical fitness. They eagerly use bats, balls, stilts, tunnels and play parachute games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.