

Future Einsteins

Inspection report for early years provision

Unique reference number	EY383817
Inspection date	13/08/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	43 Philip Garth, WAKEFIELD, West Yorkshire, WF1 2LS
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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 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).

Description of the setting

Future Einsteins Day Nursery opened under new management in 2009. It operates from three rooms in a single story building, situated on the outskirts of Wakefield. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 08.00 until 18.00 for 51 weeks of the year.

Children may attend the nursery at any one time and there are currently 95 children aged from three months to five years on roll, all of whom are within the Early Years Foundation Stage. Children attend from surrounding areas. The nursery supports children with learning difficulties/disabilities and those with English as a second language.

The nursery employs 15 members of staff of which including the manager who has a degree in childcare and is working towards Early Years Professional Status and 14 members of staff hold appropriate early years qualifications. One staff member is working towards a qualification. The manager holds a degree in childcare and other staff are working towards a degree in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Each child's individual needs are well met through a close relationship with parents and the staff are developing ways to ensure that effective communication is maintained with the school to give the children continuity in their learning. The provision is committed to providing an inclusive environment where children learn to respect others. Children are well supported by staff, who encourage them to engage in play which interests and challenges them. Consequently, children make good progress in their learning and development, given their age and ability. However, activities in profiles are not always linked to the areas of learning. Children's welfare is effectively promoted and their security and safety is well addressed in most areas. The staff team constantly evaluate the provision and fully understand how to make continuous improvements to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop areas of nursery to fully promote children's safety.
- ensure observations are linked to all areas of learning in the children's profiles

The leadership and management of the early years provision

The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. Children are well

protected through the management and staff's knowledge and understanding of safeguarding procedures. The suitability of staff, through the recruitment and selection, process is effective in promoting children's ongoing welfare and safety. The nursery has well written risk assessments that include all areas of the building both indoors, outdoors and on each type of outing undertaken by the nursery. Staff complete risk assessments daily and these are recorded and reviewed appropriately.

The nursery has good safety procedures in place, along with a written policy. For example, the entrance to the nursery is secure through a fingerprint pad for all staff and parents, and the checking of identification and signing in of any visitors. However, assessments of the front garden, do not promote children's safety.

There are very good links established with parents and carers, through an informative notice board, key person information, regular newsletters and informative and accessible profiles. The nursery have strong links with other providers, such as local schools, children's centres and pre school involvement through regular meetings and other support agencies working with the children who have additional needs. This promotes a shared approach to children's ongoing learning and care needs and their transition into school.

Staff complete good informative planning showing a wide range of experiences for children to be engaged in. These activities are evaluated and adapted to focus on individual children and the next steps in children's learning are identified. Staff make good observations of children's achievements, however, these are not always linked to the six areas of learning.

The nursery is continuing to improve and develop through ongoing self-evaluation; this has a positive impact on the children. Comprehensive steps are taken by the setting to evaluate its provision for children's welfare, learning and development, through staff meetings where all staff can participate in the completion of the self-evaluation form.

The quality and standards of the early years provision

Staff provide an enabling environment where resources are of high quality and in good condition. Toys and resources are stored in low-level units which encourage all children's independence in making decisions about their learning. For example, babies access a good selection of toys and activities and also have a wide range of boxes full of different textures, objects and sounds.

Children benefit from a good balance of adult led and self-directed activities. For example, they enjoy an enriched outdoor environment where staff interact effectively with them to challenge their capabilities. Children thoroughly enjoy exploring in the bug section of the garden using magnifying glasses to look at creatures. They skilfully ride on bicycles around the outdoor area, negotiating space exceptionally well.

All children behave well and are capable learners. For example, some babies are encouraged to use spoons and forks to feed themselves spaghetti, which they achieve with skill and persistence. Children's communication skills are evident. For example, babies chatter and babble contentedly whilst older children talk about

their new siblings and are keen to show visitors family photographs at sociable meal times. Children are developing a very good sense of awareness of other cultures, the local community and the wider world as they have access to a wide selection of resources that reflect positive images including books, posters, dressing-up clothes and puzzles. Children participate in trips within the local community including visits to the greengrocer and library. Older children learn about the environment through various topics. For example, they are fully aware of what items go in which recycling bins and have had visitors from the environment agency showing them bags made out of tyres and how to make their own compost in the garden.

Children of all ages access a good selection of books that are all age appropriate, and at times staff sit with the children who listen intently and re-enact stories with the staff of the 'Shark in the Park' and get very excited.

Children gain awareness of their own health and hygiene through procedures that are part of the daily routine, such as hand washing. They eat healthy food, such as fresh fruit and raw vegetables, some of which they have grown themselves. Older children help themselves to drinks from drink dispensers into their own cups which have their names on which most recognise. Babies also have regular drinks given to them and have rest periods according to their own needs and those of their parents.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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