

Little Einsteins Pre-School

Inspection report for early years provision

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Inspection date 11/01/2011
Inspector Karen Cooper

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Little Einstein's Pre-School originally opened in 2008 and moved to the current location in 2010. The setting operates from a designated room in Charlemount Community Centre in a residential area in West Bromwich close to shops, schools and public transport links. There is an enclosed outdoor area available for play.

The setting is open term time only and operates Monday to Friday from 8.30am until 12pm. The setting is registered on the Early Years Register. A maximum of 16 children, aged from 2 years, may attend in the early years age group. There are currently 11 children on roll. The children attend for a variety of sessions. The setting serves the local and surrounding area.

The setting employs three members of staff, including the provider. All of the staff hold an appropriate Level 3 early years qualification. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and have formed positive relationships with staff and each other. They are respected as individuals and valued. Space and resources are organised creatively to provide a varied range of activities that help children make steady progress in their learning and development. Staff work closely with parents and have started to form effective links with other relevant professionals. Systems to evaluate and improve practice are in their infancy and some policies and procedures are not sufficiently robust to ensure children's well-being is fully promoted and their safety protected.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children looked after includes their hours of attendance (Documentation) 25/01/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 25/01/2011

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

- develop further observation, planning and assessment systems to ensure children make progress towards all areas of learning
- develop further procedures to ensure fresh drinking water is available at all

times

- develop further the range of resources that provide positive images of people with disabilities
- develop further the processes for evaluating the quality of the provision in order to identify strengths and prioritise areas for improvement.

The effectiveness of leadership and management of the early years provision

Staff have an appropriate understanding of their responsibilities to safeguard children. They are aware of the procedures to follow should they have a concern about a child in their care. Appropriate vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Visual checks are carried out on the indoor and outdoor of the setting. There is a tick chart in place to demonstrate that all areas have been checked. However, this record does not include all of the required information to ensure children's safety is fully protected.

The setting is well maintained and attractively presented. Displays of children's work and age-appropriate resources create a child-friendly environment. Children are cared for in a spacious room with adjoining outdoor facilities, which enables them to play, rest and eat in comfort. Whilst there is a range of good quality toys and resources they are limited with regard to raising children's awareness of people with disabilities. A key worker system ensures an effective two way flow of information between staff and parents is maintained. Staff make themselves available to feed back to parents each day and weekly written records aid communication about the care and progress of their children. The setting has formed partnerships with other professionals to support individual needs. Early Years staff offer advice and support to ensure staff are able to improve their practice. Children are respected and valued and staff learn some key words in the children's home language to help individuals settle quickly.

Staff work well as a team and it is evident that they enjoy working with the children. They are passionate about their roles and demonstrate that they are committed to improving their knowledge through attending regular training. Although staff clearly demonstrate a commitment to continuous improvement, a system for evaluating the quality of the setting and its impact upon children's development and learning is yet to be developed. Children's individual needs are effectively supported through established daily routines and flexible planning. The planning develops through the interests and play preferences of the children and ensures that they benefit from a balance of adult-led and child-initiated activities. Documentation which contributes to the children's health, safety and welfare is stored appropriately to ensure confidentiality is maintained. However, children's hours of attendance are not recorded accurately and, as a consequence, their welfare is not fully protected. A range of policies and procedures are available for parents to view and are regularly reviewed.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled and good warm and caring relationships between staff and children are evident. The premises are arranged to enable children to make choices about their play and develop their independence. The staff's knowledge of each child's personal preferences ensures that children's individual needs and routines are appropriately met. Staff clearly demonstrate that they know the children well and regularly carry out observations. However, the information gained from the observations is not sufficiently used to ensure that children make progress in all areas of learning and development. Photographic evidence and samples of children's work is well presented in individual folders and shared with parents on regular basis.

Children enjoy using the 'Dark Den' where they explore and investigate the environment using torches, textured materials, mirrors and other media. They use their imagination during role play and happily involve staff in their play, offering them a choice of ice creams. Lots of fun is had as children join in pushing cars down the ramp on the garage. They eagerly participate in a craft activity painting their hands. They concentrate well when looking at books and lots of opportunities are provided for them to recognise their name and improve their early writing skills. Children are encouraged to develop their simple problem solving skills through daily routines. For example, they count the number of dishes and cups required for their drink and snack. Their independence is encouraged as dedicated helpers are used to pour the children's drinks and help serve their snack. Children have access to a fully enclosed outdoor play area where they are provided with plenty of opportunities to develop their physical skills. They are beginning to understand how things grow as they tend to the spring plants and herbs that they have planted. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour appropriately. Children are learning to respect each other through gentle reminders to be kind to each other, to share and to use their manners.

Children are appropriately cared for if they have an accident. Effective procedures are in place to protect them from illness and infection, which are shared with parents. Through familiar routines children are learning about their own personal hygiene. They know when to wash their hands and have access to liquid soap and paper towels to ensure the risk of cross-contamination is reduced. Children are offered a range of healthy snacks which help raise their awareness of healthy eating. Any dietary requirements or allergies are noted and acted on. Although drinks are offered to the children at snack time and parents provide additional drinks, these are not readily available to ensure children remain hydrated throughout the session. Children learn how to keep themselves safe. For example, the staff talks to them about fire evacuation and regularly practises this with them to ensure that they know what to do in an emergency.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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