

Little Einsteins

Inspection report for early years provision

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Inspection date 06/06/2011
Inspector Jean Thomas

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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 Einsteins nursery opened in 2010 and is privately owned. It operates from several rooms in a newly converted building. There is a fully enclosed area available for outdoor play. The nursery is situated in a residential area in St. Helens, Merseyside.

The nursery opens Monday to Friday from 7.30am until 6pm all year round. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 87 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 83 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff. All staff hold appropriate early years qualifications and of these two are qualified teachers. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team have a clear vision for the nursery and systems are in place to evaluate and improve practice. However, inconsistencies were identified at inspection in the maintenance of one of the legally required documents. The staff team create a welcoming and inclusive environment for children. The personalised planning supports children's progress towards the Early Learning Goals. The staff work closely with parents and relevant professionals to enable them to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance is maintained (Documentation). 20/06/2011

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

- review the safeguarding policy to include the procedure for staff to follow if they are not satisfied with the action taken by the nursery to protect children from harm
- develop further the range of activities and resources in the outdoor area to

support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through staff's knowledge of child protection issues and of the procedures to follow to protect children from harm. The nursery's safeguarding procedure is shared with students and parents to make them aware of the setting's role and responsibilities. Staff confidently state they would contact the relevant authorities if they did not consider sufficient action was being taken by the nursery to protect a child. However, the written statement does not detail this procedure to inform staff and students if they were to feel less confident about the action to follow in such a situation. The nursery's designated safeguarding officer has updated her knowledge through recent training to be effective in her role. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children. The policies and procedures have been revised since the nursery opened to ensure the smooth day-to-day running of the setting. Risk assessments are completed to minimise hazards to children. Legally required records for children's welfare are accurately maintained with the exception of the attendance register.

The management team and staff are committed to the continuous improvement of the provision. Targets for the future development are clearly prioritised. Parents' views are valued and sought through discussion, questionnaires and use of the suggestion box. Improvements have been made since registration, such as developing the outdoor play area to create a stimulating environment to be enjoyed throughout the year. The structure of the day ensures all children have daily access to outdoor play.

The rooms are thoughtfully set out to create an enabling environment for all children where they can freely access a wide range of resources. The nursery is inclusive and children are valued and cared for as individuals. Children, of all ages, confidently self-select their chosen play materials and are active in their learning environment. Staff nurture children's understanding of sustainability through discussion and activities, such as using recycled materials for modelling and growing their own vegetables.

Strong partnerships with parents are established. Staff work closely with parents to meet children's individual needs. Parents are encouraged to be involved in their child's learning through ongoing discussion and formal reviews of their progress. The individual children's learning profile contains the staff's observations, planning and assessments; parents are able to contribute to this process. The daily diaries and regular newsletters keep parents informed about the activities their children have been involved in, forthcoming activities and suggestions on how to extend the learning at home. A key person is allocated to each child. This system enhances communication with parents and significantly contributes to close bonds forming between children and staff. Parents comment highly about the provision and state that they are pleased with the progress their children are making. Secure systems are in place for supporting children with special educational needs and/or

disabilities. This involves working with other professional agencies. Information is shared with other providers delivering the Early Years Foundation Stage to children who attend the nursery to promote continuity and progression.

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

The children become confident and interested to learn. Procedures are in place to help new children to settle and feel secure. Children of all ages enthusiastically participate in a wide range of activities and play opportunities. In line with the expectations of the Early Years Foundation Stage children have opportunity to experience a balance of child-initiated and adult-led activities to support their learning and development. Children have good opportunities to follow their interests, develop their own ideas and practise skills. Consequently children demonstrate deepening levels of concentration as they pursue activities which sustain their interest. Children make good progress. Observation, assessment and planning systems support individual children's progress towards the early learning goals. Importantly staff recognise that some children learn more effectively outdoors, as a result they create and plan opportunities in this environment. However, the range of activities set out does not reflect the standard of the continuous indoor provision.

Children are confident communicators. The promotion of language development is intrinsic in all aspects of the nursery life. Staff respond to the babies' vocalisation and sing nursery rhymes with the younger children. Children have plenty of opportunities to practise their speaking and listening skills through their close interaction with staff and other children and involvement in activities. From an early age they show a strong interest in books. Each room has an interesting and comfortable book area where children relax and enjoy looking at books either independently or as a shared experience with staff and friends. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. The nursery provides many resources to support children's creativity and consequently promote their skills in problem solving. For example outside children position the plastic crates to enable them to use as stepping stones as part of their play plan. Mathematical concepts are reinforced in daily activities and play. Children use mathematical language without prompt from staff, for example as they count as they help set the table for meals and compare quantities in sand play. From an early age children explore technology and competently use the mouse to complete computer programmes. The babies show pleasure as they press buttons and lift flaps to operate interactive toys. Communication, literacy, numeracy and skills linked to information and communication technology are promoted well, which has a positive impact on children's future well-being.

A healthy lifestyle is promoted to support children's understanding and to develop positive attitudes for their future well-being. Children enjoy the opportunity for energetic outdoor activities. For example running, climbing, balancing on beams and showing good spatial awareness as they steer sit and ride toys around

obstacles. The children have continual access to fresh drinking water and from an early age respond to their bodily needs and drink when thirsty. The children's meals are freshly cooked on site, providing a nutritional diet for the children. From an early age children show an understanding of the importance of following good personal hygiene procedures as they independently wash their hands before and after eating. Mealtimes are chatty social occasions for all ages of children. Staff and children sit together and obviously enjoy each other's company. The children's behaviour is good. They are effectively supported by staff who are positive role models. Children learn to share, take turns and to consider the consequence of their actions on others. The children respond well to gentle reminders.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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