

# Little Einsteins Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY413694

**Inspection date**

15/06/2011

**Inspector**

June Rice

**Setting address**

School Walk, Denaby Main and Conisbrough Childrens  
Centre's, DONCASTER, South Yorkshire, DN12 4HZ

**Telephone number**

0170 9770099

**Email**

**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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Einsteins Day Nursery Limited was registered in 2010. It is privately owned and operates from the local Sure Start Children's Centre situated in Denaby Main, near Rotherham and Doncaster. There is access to an outdoor play area.

The nursery is open each weekday from 7am to 6pm all year round, except Bank Holidays. The nursery is registered to care for a maximum of 67 children under eight years, of whom no more than 15 may be under two years. This provision is also registered on the compulsory part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 93 children on roll, of whom 68 receive funding.

There are 13 permanent staff members, of whom 12 are qualified to a NVQ level 3 or above in childcare, and one who is working towards a NVQ level 2. The setting currently supports children who have special educational needs and/or disabilities.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The provider is highly motivated and demonstrates an excellent attitude towards continued improvement. Self-evaluation has proved to be rigorous and actively contributes towards the quality of children's welfare, learning and enjoyment. Partnerships with parents, local schools and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This ensures children continue to make outstanding progress given their starting points, in an environment in which they feel safe and secure.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further the opportunities for children to learn about the benefits of recycling.

## **The effectiveness of leadership and management of the early years provision**

The providers give utmost priority to the safeguarding of children. They have developed strong partnerships with parents and others, and demonstrate an excellent knowledge and understanding of child protection and the procedures to follow. This includes their duty to refer people who they believe are unsuitable to work with children to the independent safeguarding authority. Recruitment and vetting procedures are robust and ensure staff and students are suitable. Access to

the building is secure and prevents any unauthorised persons gaining entry; visitors are supervised and sign in and out. Parents are provided with clear policies and procedures which include safeguarding, complaints, illness and lost or uncollected children.

Assessment of children's progress is rigorous and very clearly linked to the Early Years Foundation Stage. Parents have access to these records, which are also shared with other early year's providers and schools with their permission. This actively supports children through their transition stage to other settings. Systems in place to support children with special educational needs and/or disabilities are meticulous and, along with the extremely effective working partnerships they have developed with external agencies, they have secured the support individual children need. One parent's face lights up as they talk about how much they value the support and guidance of staff at the setting, they say 'I am getting all the help my little one needs now, all because of the staff here'.

Parents receive a clearly written, well-presented progress sheet of their child's development on parents evening, and there is further information on display around the setting about the Early Years Foundation Stage and the six areas of learning. This helps parents develop a clear understanding of what they should expect for their children. The ethos of the setting is an open door policy and parents state they can and do talk about their children's progress on a regular basis. There is a wish tree that some parents have used and though the full effect of this has not yet been evaluated, some improvements have come about because of it. For example, it was noted by one parent there was no slide for children to use and this was acquired soon afterwards. Parents and children also have a voice through the parents forum and the opportunity to complete questionnaires which are used to help the provision evaluate its impact on their children's care, learning and well-being. This helps the providers to achieve an excellent understanding of how well their setting works and ensures that the setting actively contributes to the individual needs of every child.

Children learn a positive attitude towards others through an environment that reflects the wider world and children's own communities. For example, a wide range of books, photographs, role play equipment and activities that prompt children to ask questions and learn about differences. The provision will challenge the actions and opinions that stereotype individuals and ensures all children are able to safely and independently select resources with no gender bias.

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

The environment is conducive to children learning through play, and staff regularly monitor and evaluate how children are using their environment, making adjustments to ensure they continue to meet children's individual needs. For example, adjustments were made to the planning of the environment and activities because some children were not accessing many of the areas. This quickly resulted in children accessing the areas more frequently and improved their participation in more focused activities. Children freely and safely access resources, toys and

activities in an environment that has lots of free space and natural light. Staff are very well deployed, which also enables children to independently access outside play throughout their time in the setting. The outside play area enhances children's learning and helps them develop into very confident and self-assured individuals as they develop their physical skills through a range of physical activities.

Children learn the importance of being active and how to eat healthily, and demonstrate excellent hygiene practices. For example, they wash their hands and brush their teeth at appropriate times and insist on demonstrating and giving instructions to visitors about how to wash their hands properly. They are aware of when they need a rest and benefit from being able to sit quietly and relax when they choose. Children are helped to stay safe through the excellent implementation of policies, procedures and risk assessments which identify actions taken to manage or eliminate risks indoors and outdoors. These include extremely thorough risk assessments and precautions taken before and during outings. Children learn to behave in ways that are safe for themselves and others. They learn how to evacuate the premises quickly in an emergency, and learn about road safety and how to use equipment safely.

Children are very well behaved, polite and friendly to each other. Teaching highly motivates children and supports their developing skills in all six areas of learning. There is utmost priority given to children's personal, social and emotional development, and children are observed to be happy, settled and growing in confidence as their self-help skills and independent choices are successfully promoted during their normal routines. For example, children have a drink when they are thirsty and help themselves to their lunch. They initiate their own play, are happy during solitary play and at other times are observed to interact very well with their friends.

Outside, children move with confidence as they climb up and go down slides, ride bikes up and over ramps and jump in and out of tyres. They enjoy their walk to the local supermarket and wave to passing children. Staff encourage them to take an interest in the wider environment. For example, they point out trees, flowers and birds. They look for and name the different colours of cars. The use of the garden area is extended as they are encouraged to make marks and patterns in the mud. Children use spades to dig and fill plant pots with soil to help prepare a tyre for planting tomatoes. While exploring with water, children wet sponges, fill and empty different vessels, watching the water pour away. They show lots of concentration as they spend time squeezing water onto the path, and wonderment at the water disappearing. They use a brush to make marks on the concrete and keep refilling the vessel, pouring the water onto the floor using the words big and bigger as they watch with great interest the expanding water mark. Staff introduce simple words as they encourage children to talk about what they are doing, such as, full, empty, cold and warm. Children show an interest in stories, songs and rhymes. They sing along with their friends and sometimes choose to sit alone looking at a favourite book. Children learn about being kind to each other and are observed to talk about how they would feel if someone was using unkind words to them. They are encouraged to think about what they can do to make their friends feel better, and reply 'say sorry,' and 'we could play with them or give them a cuddle'. Children are encouraged to use their senses as they make and play with

dough, and they talk about what it feels like and how it smells. They use different tools and inform everyone nearby 'look I'm rolling it' and 'I'm making a train cake'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met