

Little Einsteins Pre-School

Charlemount Community Centre, 369 Beacon View Road, WEST BROMWICH, West Midlands, B71 3PJ

Inspection date	12/02/2013
Previous inspection date	11/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff lack knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage. As a result, children are not provided with an educational programme that supports them in making sufficient progress towards the early learning goals. Some key persons do not seek to engage with all parents and children's safety and well-being is not adequately supported.
- Staff do not engage with all children or motivate them appropriately. Therefore, some children lack interest and enthusiasm for learning and do not obtain a deep level of learning and development, especially younger children who speak English as an additional language.
- Observations, assessments and plans made by staff to support children in their learning are inconsistent, of poor quality and not shared with other early years providers. This results in children making insufficient progress in their learning and gaps in some children's learning showing little sign of closing.
- Leadership and management is weak. Staff do not effectively evaluate the setting, or seek the views of parents. There is a lack of monitoring, supervision and coaching of staff and inefficient identification of their training needs. This results in poor and inconsistent practice.

It has the following strengths

- Suitable risk assessments mean children are cared for in a safe, secure physical environment and have their health protected appropriately.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom, hall and bathroom.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.
- The inspector spoke with all the staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the settings self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Little Einsteins Pre-School was re-opened in 2010 on the Early Years Register. The setting operates from designated rooms in Charlemount Community Centre in a residential area of West Bromwich, Sandwell. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3.

The setting opens Monday and Friday 8.30am until 12 noon and Tuesday, Wednesday and Thursday 8.30 am until 4pm, term time only. Children attend for a variety of sessions. There are currently 26 children attending, all of whom are in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-old children. The setting supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff gain a secure understanding of the safeguarding, welfare and learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage in order that children's learning, development, safety and well-being are supported
- ensure the safeguarding policy and procedure covers the use of mobile phones and cameras in the setting
- improve the quality of staff interaction and teaching methods used to: ensure all children are engaged; ignite all children's motivation and enthusiasm for learning and build on their capacity to learn, with specific regard to younger children who speak English as an additional language
- improve the consistency and quality of observations and assessments to ensure staff understand each child's level of achievement so that gaps in children's learning are closing and all children make progress towards the early learning goals
- ensure appropriate arrangements are in place for the supervision of staff providing support, coaching and training to increase staff's knowledge and skills and to foster a culture of continuous improvement in partnership with parents
- ensure each key person seeks to engage all parents and carers in order to ensure each child's learning is tailored to meet their individual needs and to support parents in guiding their child's development at home.

To further improve the quality of the early years provision the provider should:

- develop a two-way flow of information with other early years providers, when children attend more than one setting, to ensure there is a shared understanding about children's individual learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an unclear knowledge and understanding of the revised Early Years Foundation Stage, which results in the learning and development requirements not being met. The educational programmes provided for children do not cover all seven areas of learning in

sufficient depth and breadth. This results in children not being supported to make sufficient progress towards the early learning goals and not being adequately prepared for their next stage in learning. Staff observe children at play and generally know what children can and cannot do. The key person records some observations in the children's performance folders. However, the information from observations is not used appropriately by staff to plan and assess the progress children are making in all areas of their learning. Some staff do not know children's level of achievement or the plans that are in place to extend their learning. Therefore, activities are not tailored to meet the individual needs of all children and gaps in children's learning show little sign in closing.

Children benefit from accessing a playroom and large hall which gives them lots of space to play and move around. They benefit from easily accessing plentiful resources and activities which include exploring media and materials for collage, building and matching bricks and playing with dinosaurs. Some resources show positive images of different ethnic groups. However, there are no positive images which represent the diverse backgrounds of children attending the setting or those with diverse physical characteristics, including disabilities.

Staff lack the knowledge and resources to support children who speak very little English. They are unsure of how best to promote children's home language within the setting. This results in this group of children, especially those that are aged between two and three years, spending long periods of time not being engaged in conversations with adults and making insufficient progress in their communication for speaking. Younger children who speak English as an additional language are not being supported to develop the characteristics of effective learning. They are not fully engaged or motivated and lack enthusiasm for learning. At times this group of children wander aimlessly around the environment, moving quickly from one activity to another, watching and seeking attention from other children and adults.

Older children demonstrate appropriate skills for communication and language. They confidently initiate conversation with unfamiliar adults, such as the inspector, about their favourite super hero and the laptop being used. They use language to recall and relive past experiences as they explain that their mommy has a laptop at home. At times all children participate in planned adult-led activities that promote their listening and attention skills. At the beginning of the session they are encouraged to say good afternoon to each other in turn and use sign language as an additional form of communication. All children are supported to recognise their own names written on cards, which develops their skills in literacy and they successfully say the first letter of their name.

All parents are invited to share their children's interests, learning needs and routines with the manager and their children's key person at the beginning of the placement. They also benefit from having daily conversations with staff about what their children have been doing each day and are invited to parents' evenings to discuss their children's learning. However, all parents lack information about their children's progress towards the early learning goals because of the inconsistency of accurate and continuous assessment. In addition, the key person working with younger children who speak English as an additional language, does not seek to engage with this group of parents. Therefore, the key person is not confident about the lifestyle or individual needs of this group of children and does

not support their parents in guiding their children's learning at home. Parents spoken to during the inspection show satisfaction in the setting. They comment on the progress their children make in their behaviour and self-care skills and their learning with regards to recognising and saying letters and numbers.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is not sufficiently protected. Some children, specifically younger children who speak English as an additional language, are not being appropriately engaged in activities. Although they manage the transition from home into the setting appropriately, they are not forming close and secure attachments to familiar adults, such as their key person. This results in this group of children not demonstrating that they feel at ease in the setting and spending long periods of time wandering around the environment. In addition, they are not using a familiar adult as a secure base from which to explore and confidently interact with others. This inhibits their sense of belonging and results in them seeking and establishing friendships with other children in which they have something in common, such as the same home language.

Overall, children are polite and behave appropriately. Older children show consideration for younger children and support them in their play and to follow routines. For example, an older child ensures his younger friend sits by him at the snack table. All children show an understanding for the rules and boundaries. For example, they line up for the toilet after tidying away the play resources before having a snack. This helps them learn suitable practices that keep them safe. Children's health is protected appropriately and they follow suitable hygiene procedures. Mealtimes are a sociable occasion with children sitting together to enjoy fruit, such as apple and banana and buttered toast. Children are supported to develop their independence at this time. They are encouraged by staff to choose different spreads, such as jam and cheese which they spread on toast using knives. Children enjoy carrying out small tasks as they are selected to give other children their plates, utensils and water bottles. This develops their self-confidence and self-awareness.

Children are offered some outdoor play opportunities but mostly during fine weather months, giving some opportunities for fresh air and exercise. They benefit from planned activities to use the outdoors to explore the natural world. For example, children collect dried leaves which they use in their collage to create an Autumn display. Children develop their physical skills indoors at every session. They benefit from exploring tunnels and large climbing apparatus and develop their imagination as they push dolls around the environment in pushchairs.

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

Staff lack an understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, some requirements are not being met and the

safety and well-being of children is not protected. Although staff are observed by the manager on a daily basis, they are not provided with sufficient guidance, coaching or training. Therefore, staff do not demonstrate that they feel confident and practice is inconsistent. The manager fails to monitor the effectiveness of the key person. Relationships with some parents and children are not being established effectively. Consequently, some children do not feel emotionally secure and their individual needs are not suitably addressed. The monitoring of the setting as a whole is also weak. Self-evaluation does not tackle the most significant areas for improvement and does not take into account the views of parents. There is a lack of mutual support between the staff team which results in the setting not making continuous improvement. Despite the manager and staff recognising that they have not made improvements in a number of areas identified at the previous inspection, prompt action has not been taken to develop their knowledge and understanding.

Staff are confident about the action they must take if they are concerned a child is being abused. However, the safeguarding policy shared with staff and parents does not include an appropriate procedure for the use of cameras and mobile phones in the setting. This does not protect children's safety and welfare. The setting ensures all adults having contact with children are suitable. Records are maintained appropriately and adequate risk assessments ensure children access a safe and secure environment both indoors and outdoors.

Staff do not understand or fulfil their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. This results in weak and inconsistent practice. The educational programme and assessment of children's learning does not ensure all children make sufficient progress towards all the early learning goals. In particular, younger children who speak English as an additional language do not always receive the support they need to help them develop and progress. There is scope to improve partnerships with providers, from other settings in which children also attend, such as the local nursery. There is a lack of shared understanding of children's achievements and learning priorities, which means children do not always benefit from continuity in their care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY416831
Local authority	Sandwell
Inspection number	875597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	26
Name of provider	Susan James
Date of previous inspection	11/01/2011
Telephone number	07761660745

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

