

Little Einsteins Pre-School

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

Inspection date	18/11/2013
Previous inspection date	12/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have established secure attachments with their key person and staff because they are responsive and knowledgeable about children's individual needs. Consequently, children's interests are effectively supported so they are engaged, motivated and confident in their ongoing play and learning.
- Staff have a detailed knowledge and understanding of the individual child. This enables them to support and plan for their individual interests and learning well. This results in children making good progress relevant to their starting points.
- The pre-school manager and staff are proactive in addressing weaker areas and driving up standards to enhance the quality of provision provided for children.
- Effective partnerships with parents have been established to fully involve them in their child's learning experience, including opportunities for parents to support children's learning within the home.

It is not yet outstanding because

- There is scope to enhance the use of the outdoor area to more effectively extend children's learning experiences across the different areas of learning.

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 and spoke with the children and staff throughout the inspection.
- The inspector looked at a selection of children's developmental records, planning documents, policies and records.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Julie Preston

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 within 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 Wednesday 8.30am until 1.00pm and Tuesday and Thursday 8.30am until 4pm, term time only. Children attend for a variety of sessions. There are currently eight children attending, all of whom are in the early years age group. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- review the outdoor environment and use it more effectively to maximise children's learning experiences across all the different areas of learning so that children who prefer to learn outside are fully supported.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use this information effectively to meet the individual needs and stage of development of each child in their care, as they have high expectations for children. Staff observe children's achievements closely and identify next steps for their learning. These are included in weekly plans and, consequently, children make good progress across all areas of their development. The quality of teaching is consistently good; as a result, children are progressing well towards the early learning goals. This means they are gaining the skills they will need for their future learning. Staff provide a bright and welcoming environment for children to play and learn. The pre-school is well resourced and there are opportunities for each child to engage in a good range of interesting and exciting activities and experiences. They make good use of the space inside, covering all areas of learning and allowing children to choose their own activities indoors. However, the outdoor environment is not always used to best effect to support learning across all areas of the curriculum and provide children with maximum opportunities to explore and be creative, so that those children who learn best outside are fully supported.

Staff encourage parents to share in their child's learning and good relationships have been established. For example, they are invited to share their child's 'progress reports', contribute to their child's learning journals by sharing achievements on the learning tree and by supporting children's learning at home by participating in homework. In addition staff invite parents into the setting for specific events, encourage them to participate in outings and encourage them to share initial information about their children's care needs, development and interests when they join the pre-school by completing an 'all about me' record. Daily verbal exchanges and regular parents meetings are undertaken to share children's individual achievements and discuss any issues and their progress. This means that staff can meet children's needs well from the outset and routinely whilst they attend. When children are nearing school age, staff work closely with parents, schools and the teachers to enable them to effectively support transition and to support children to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

The keyworker interacts well with their key children and are actively involved in children's play so that they are able to effectively support learning and progression. Staff foster children's communication and language skills well and model skills to develop their language. They speak clearly giving children time to reply. Staff introduce the sounds of the letters that start children's names and older children are able to sound out the letters in their names. Children enjoy the short phonics sessions, which help them to be ready to read when they start school. During circle time staff support children to listen, recognise their name cards and involve them in confidently speaking in a large group. Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich and varied experiences based on their knowledge of children's interests. They have many opportunities to be creative, learning to use tools, such as scissors for cutting out pictures of toys they would like for Christmas to stick onto their paper stockings. Communication skills are developing well due to the very good quality interactions between staff and children. All children show a keen interest in books and listening to stories, which fosters a continued love of reading. Children particularly enjoyed 'the three little pigs' story they shared at circle time with staff.

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

Children enter the pre-school with ease. Those new to the setting receive good support and reassurance by staff to enable them to happily go and play. This is because key staff work with parents to find out children's particular interests and have them ready for children to play with as they arrive. Children have secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Staff provide a calm and welcoming environment that enables children to choose freely and make their own decisions about their play. Staff are well deployed to guide children to develop friendships and gain confidence within the group. They are positive role models who are gentle and considerate; they are on the children's level to ensure good eye contact and pleasant interactions. Staff have a good understanding of their key children and can explain each

child's preferences to other staff to promote children's well-being. Parents state they know and have opportunities to speak frequently with their child's key person. This helps promote positive relationships to help children develop a strong sense of belonging.

Children learn about healthy eating from an early age through discussion, participation in activities and daily routines. The pre-school promotes healthy eating and shares this with parents. As a result, children receive healthy snacks at snack time and parents are encouraged to provide children with a healthy packed lunch. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Children play outside or within the hall where they have many opportunities to practise their physical skills, as they ride scooters with ease, run around and climb across blocks within the hall. All children behave well and develop a clear understanding of right and wrong from an early age because staff set clear rules and boundaries.

Children learn about keeping safe as they regularly take part in fire evacuations so know what they have to do in an emergency. They understand how to keep safe indoors as staff reinforce safe practices, such as not running in the playroom. Staff are aware of the need to promote children's independence, especially in relation to the older children who will be going to school. Therefore, they encourage the children to manage toileting, hand washing and provide them with particular roles and responsibilities within the setting, such as giving out the plates. The pre-school liaises with local schools to promote smooth transitions for children going to primary school, sharing information and encouraging teachers to visit children within the setting to break down barriers and make children feel more comfortable about the move to school.

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

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage, including her responsibility to meet the learning and development requirements. She has a detailed knowledge of the safeguarding and welfare requirements that ensures children are effectively protected. Children's safety is given high priority by all staff, who understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. They attend training to increase their understanding of safeguarding. Comprehensive risk assessments, daily checks, accidents and medication forms are accurately recorded to help safeguard children's welfare. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to the setting and the children they care for. The manager ensures staff ratios are maintained and that suitable cover arrangements are implemented to cover any staff absences.

A comprehensive range of policies, procedures and records are maintained, such as records of insurance, a safeguarding policy and complaints policy. These are in place and thoroughly understood by all staff. This means they are clear about their roles and

responsibilities to ensure the welfare of children and the smooth running of the setting. The manager has robust recruitment processes, supervision and appraisal arrangements in place. There are clear procedures in place to ensure staff employed are suitable to work with children. For example, references are sought, qualifications checked, induction procedures completed and relevant clearances sought. Regular supervision, monitoring and appraisals identify areas of development and training needs for all staff in order to improve the provision for children. All staff are keen to enhance their professional development through accessing a wide range of courses. Staff meetings occur on a regular basis to evaluate their practice and discuss recent training, current planning and to devise plans for the future.

The manager/owner has a very clear vision for the pre-school and continues to seek opportunities to evaluate and enhance the provision for children through self-evaluation processes she undertakes. She is actively involved in the daily practice of the group, spending time observing and monitoring the quality of teaching. Staff reflect on their practice and appropriate changes are made as a result. There is a clear drive for positive change and quality improvements have been made following a combination of actions set at the last inspection and working closely with the local authority advisory team. As a result, weaknesses have been addressed and the outcomes for children improved. The manager and staff work well together as a team, creating a welcoming environment. Parental input is sought within discussions held at regular review meetings and discussions are undertaken with children to gain their input within the self-evaluation and support the drive for improvement. Parents spoken to on the day of the inspection commented how approachable, knowledgeable, supportive and friendly all the staff are. They feel staff actively take their time getting to know their child exceptionally well. Parents receive regular information, through discussions with key staff, progress reports, meetings with keyworkers and sharing of children's learning journals. As a result parents know what their child is doing at pre-school and how they are progressing. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. For example, children have homework bags that they take home with activities they can do at home with their parents.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	912951
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	8
Name of provider	Susan James
Date of previous inspection	12/02/2013
Telephone number	07761660745

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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.

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