

Little Einsteins

Denaby Main Primary School, School Walk, Doncaster, DN12 4HZ

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's learning is well planned for using detailed knowledge of their individual needs. As a result, staff provide interesting and challenging activities and children make good progress in their learning.
- Staff and managers have a good understanding of their roles and responsibilities to safeguard children because they implement clear policies and procedures.
- Staff provide a warm and nurturing environment that supports children's all round development and well-being. As a result, children feel welcome and form strong attachments to staff that provide a secure base from which to develop.
- Managers have a good understanding of their responsibility to monitor the educational programme and children's progress. Consequently, staff continuously reflect on how they can improve outcomes for children.
- Good partnerships with parents and external agencies ensure that children's needs are quickly identified and effective interventions put in place so that all children are making good progress.

It is not yet outstanding because

- On occasions, staff do not make use of highly effective teaching strategies to maximise all opportunities to reinforce early language and extend children's learning of number.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the playroom and outside.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
 - The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Little Einsteins was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one playroom in Denaby Main Primary School in Doncaster, South Yorkshire. The nursery is managed by Little Einsteins Nursery Limited. It is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of staff. Of these, all hold appropriate early years qualifications at level 3 or above. One member of staff has attained Early Years Professional Status. The nursery is open Monday to Friday, from 8.50am to 11.50am and 12.25pm to 4.35pm term time only. Children attend for a variety of sessions. There are currently 13 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- focus more precisely on questioning strategies used to support the development of children's early language, also, considering how staff respond to spontaneous opportunities to reinforce use of correct phrasing, such as when counting, so that all teaching opportunities are maximised.

Inspection judgements

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

Staff at the nursery have a good understanding of how children learn and develop. They combine this with detailed knowledge of individual children to plan activities that promote children's learning. Equipment and resources are carefully planned to reflect children's needs as they develop. For example, staff understand that younger children respond better to an environment that does not overwhelm them with choices. Children learn how to use simple equipment in the water table as they practise scooping and pouring. As children progress staff introduce new resources, for example, increasing the variety of books once children have learnt how to handle board books appropriately. Children enjoy playing outside where they work with staff to draw pictures and build a castle for their fairies. Staff ask questions that make children think about what they need to draw on a face and the features their castle needs. Children are encouraged by staff to talk about what they have been doing by telling their friends about the house they made for a ladybird. Staff support them by asking them open-ended questions about what it looked like and what the house was made of. Most staff use a range of good quality teaching strategies to support learning, for example, repeating key words and phrases to children to highlight speech sounds. However, there are instances when opportunities to reinforce and extend learning are not maximised. For example, on occasions, some staff do not

promote early language skills as successfully because they ask closed questions and they do not extend children's knowledge of number by modelling correct counting.

Regular observations of children are used by staff to inform their assessments of children's progress and to plan suitable next steps in their learning. Staff use a variety of observations to build a comprehensive picture of children. They take photographs and make short notes of children's achievements, as well as making longer observations that detail children's learning. Staff link all observations to different areas of learning and use them to make accurate assessments. Children's progress is regularly reviewed and summarised so that it can be easily tracked. Activities planned by staff clearly link to the observations they have made of children. For example, staff read children a book about opposites after observing children comparing the sizes of building bricks. Children are engaged because activities are based on their interests and consequently, they make good progress in their learning. Staff also plan activities to support children in developing key skills in preparation for starting school. Older children are taught the phonic sounds for letters and are able to recognise some printed letters. Younger children are also introduced to letter sounds using actions and rhymes during their play.

Parents are involved in their children's learning from when children start at the nursery. Staff collect detailed information about children's preferences and parents are asked what their children can already do and what they are hoping they will achieve next. This information is used to inform staff's initial assessments of children and ensure they are able to provide appropriate learning opportunities from the moment children start. Planning information is displayed for parents and assessments of children are shared regularly, so that parents are kept well informed about what children are learning and the progress they are making. Good relationships between staff and parents facilitate the sharing of information on a daily basis so there is continuity in their learning. Staff receive additional information about children's experiences at home through the use of a travelling bear. They use the information effectively to plan resources that support children's interest in wrapping up dolls and teddies.

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

Staff at the nursery work hard to build strong relationships with children and parents. Home visits form an important part of settling children into the nursery because they give staff the opportunity to collect detailed information about children's preferences and what they can do at home. It establishes good communication links with parents, so they are confident to share information with staff. During the visit staff share toys from nursery with children, so that when they arrive for their first visit they are already familiar with some of the resources. Consequently, children feel welcome and settle quickly, forming secure attachments with staff that allow children the confidence to explore the environment and start learning. Staff continue to support children's developing confidence and self-esteem by praising their efforts and valuing their contributions. Children's paintings are displayed with their photographs so they know which work is theirs. Staff teach children how to be kind by talking to them about using gentle hands and modelling acceptable behaviour in their interactions with children and other adults. Children talk to staff about sharing the resources at the painting table so they are learning how to play

with other children. Overall, staff are effectively supporting children to develop the personal, social and emotional skills they will need when they start at school.

Children thrive in the nurturing environment created by staff. Equipment and resources are carefully planned to provide spaces where children can get cosy on sofas to read books with staff. Other spaces allow children to experiment with water, learn to build towers and be creative with paint. Resources are stored in boxes and baskets that are clearly labelled with photographs and names, so that children can independently select the items they need. Staff are always on hand to support children and enable them to finish their chosen tasks. For example, staff talk through with children about what they need if they want to paint a picture and children are then able to access the aprons, paper and brushes they require. Children's independence is further promoted because staff encourage children to put on their own coats and shoes, allowing younger children the time to complete the task and providing sensitive support as necessary. Children respond to staff's expectations of independence by showing determination as they attempt to put on their own apron but know they can ask for help when they are stuck.

Staff help children learn about a healthy diet because they encourage children to try a range of fruits and vegetables at snack time. Staff sit with children and talk to them about what they are eating and identify the different fruits on the display board. Photographs showing children enjoying different fruits reinforce the development of good habits. Staff work closely with parents, health visitors and doctors to ensure they are providing food that is suitable for specific dietary requirements. Children have free access to an outdoor play area and the nursery provide waterproof clothing, so that all children can experience a range of weathers and enjoy splashing in puddles. Staff are teaching children to be safe and manage their own risks. They talk to children about why they must not put glue in their mouths and how a tall tower of blocks outside might fall over on them. Children are learning the importance of good hygiene because staff explain to them how washing their hands with soap removes the germs. There are strong connections with the local school and staff support children's transfer into school by sharing information with the teacher and taking small groups of children to visit their new classroom.

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

The nursery implement a range of effective strategies to ensure that children are safeguarded from harm. Staff complete regular safeguarding training so they have a clear understanding of what would cause them concern about a child and what they would do in response. There are clear procedures to record and share information between staff and external agencies, so that staff can provide suitable support to children and families. There is a clear whistleblowing policy that is understood by staff. All staff are subject to checks on their suitability to work with children and there are systems in place for the safe recruitment of staff. Managers take several references and new staff complete induction and work trial procedures to ensure they work well with children. There are comprehensive risk assessments, policies and procedures in place that are shared with parents and understood by staff to ensure that children can play in safety. A number of

staff have completed health and safety training and achieved food hygiene qualifications. Consequently, they implement clear health and hygiene routines to minimise the risk of cross-infection.

Managers use a range of strategies to monitor and evaluate the nursery to enable them to continuously strive for improvement. The breadth of the educational programme is monitored because staff and managers review the observations of children to make sure they are accessing all the areas of learning. This is complemented by planning systems that ensure staff are providing activities and resources that cover key aspects of the curriculum. Managers and staff work together to moderate their assessments of children and this information is collated so that children's progress can be tracked. The nursery use a variety of strategies to monitor staff's practice and support their development. Observations of staff's practice inform the appraisal system so that managers can identify strengths and support staff to achieve their aspirations. Staff have received specific training for providing care and education for two-year-olds and information from training is shared by staff. Managers and staff work together to evaluate all aspects of the nursery. Staff reflect on the effectiveness of the activities they plan and team meetings allow staff to collectively identify areas for improvement. For example, the outdoor area is being developed so that it offers a broad range of learning experiences for children.

Staff establish strong partnerships with external agencies to support children with special educational needs and/or disabilities. During the home visit, staff and parents complete a checklist that helps them identify if children are likely to require additional services and staff help parents to make contact with the relevant professionals. Consequently, suitable interventions are put in place quickly so that all children are able to make good progress. Staff work closely with health visitors and the local children's centre to support children and families. They regularly attend meetings with other professionals to share information about how to best support individual children. Staff work closely with speech and language therapists to help assess children's understanding.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY470114
Local authority	Doncaster
Inspection number	948075
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	13
Name of provider	Little Einsteins Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01709860046

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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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