

Little Einsteins

Woodville House, Woodville Street, ST HELENS, Merseyside, WA10 1ET

Inspection date	08/09/2014
Previous inspection date	06/06/2011

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

- Teaching is firmly based on practitioner's knowledge of the Early Years Foundation Stage. Therefore, practitioners make good use of opportunities to promote children's learning through an appropriate balance between adult-led and child-initiated play experiences.
- Children are interested and motivated to learn across the stimulating and resourceful playrooms. This is because positive interactions between practitioners and children help to develop their confidence and emotional well-being.
- The management team are focused and demonstrate a commitment in making ongoing improvements to raise the quality of the setting. They understand their roles and responsibilities in keeping children safe from harm as their welfare is effectively promoted.
- The nursery effectively meets the safeguarding requirements. Children's welfare is assured through knowledgeable practitioners and thorough safeguarding procedures.

It is not yet outstanding because

- The programme for performance management is not yet fully embedded, which means opportunities to further enhance the already good quality of teaching to an outstanding level, is not being maximised.
- Communication with parents is generally effective, although considerations should be given to improve the details and frequency of information shared.

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 activities and practitioner's interaction with parents and with children across the playrooms and the outdoor area.
The inspector spoke with the registered providers, the deputy and with practitioners at appropriate times throughout the inspection. A joint observation was carried out with the manager on adult-led group activities in the pre-school room.
- The inspector viewed children's learning files, regulatory documentation, such as evidence of suitability and qualifications of practitioners, the setting's self-evaluation form and numerous action plans. She discussed the procedures for safeguarding children and minimising risks to children.
- The inspector took into account of the views of children and parents spoken to on the day of the inspection.

Inspector

Hilary Boyd

Full report

Information about the setting

Little Einsteins registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from a converted building and is situated in the St. Helens area of Merseyside. It operates from three designated playrooms across two floors and there is an enclosed area available for outdoor play. The setting employs 23 childcare practitioners. All of whom hold appropriate early years qualifications to a minimum at level 3. The setting opens Monday to Friday, from 7.30am until 6pm all year round, except for the Christmas break and bank holidays. There are currently 59 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting 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:

- extend further the programme for performance management, so that it is even more targeted to enhance the already good quality of teaching provided
- strengthen the ways that information is shared with parents, to ensure they are regularly kept updated of practice across the playrooms.

Inspection judgements

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

Children prosper in this good quality setting and demonstrate the characteristics of effective learning through an appropriate balance of adult-led and child-initiated play experiences. This is because practitioners assess what children already know, understand and can do, as well as take account of their interests and unique learning styles, in order to promote their individual learning. Practitioners gather relevant information from parents before they start. Consequently, they use this information alongside their knowledge of child development to provide children with stimulating play experiences through the organisation of areas of learning, across the three playrooms. As a result, children are able to independently select the resources they need for self-chosen play. Children in the toddler's room enjoy going back to the same resources, which capture their interest and attention. For example, those who are settling-in, frequently return to play with the train track as they enjoy acting out pretend play using meaningful resources. Children develop confidence and self-esteem as they move around the well-resourced areas of learning, interacting with others or playing alone. Practitioners structure children's learning through

open-ended resources that stimulate children, encourage their curiosity and allow them to explore independently. For example, older children show high levels of involvement, as they are fascinated in the explosion of bubbles as they repeatedly clap their hands together after immersing them in the soapy water tray outdoors. Furthermore, children have a range of opportunities to support their awareness of technology as they use the interactive white boards and develop mathematical skills through exploration of resources. As a result, children of all ages are acquiring the necessary skills, attitudes and dispositions they need, to be ready for school or the next stage in their learning.

Practitioners across the setting have a secure knowledge and understanding of how children learn and develop, and as a result, are able to motivate and engage children in their learning. The quality of teaching is good because they understand the importance in providing good quality interactions, which stimulate and enrich children's learning. Practitioners confidently talk about children's interests and abilities, and use this information well in order to support and extend their individual development. Consequently, practitioners provide developmentally appropriate play experiences that meet the needs of individual children. Furthermore, those who are assessed as below their age-expected milestones of the early years outcomes receive appropriate intervention to ensure they make sufficient progress based on their individual starting points. Children with special educational needs and/or disabilities have appropriate support because practitioners work closely with parents and other professionals. Practitioners evaluate and adapt their delivery of teaching strategies to ensure children remain stimulated in the range of adult-led play experiences provided. For example, practitioners working with the oldest children break down complex tasks as they single out the individual letter sounds on their name cards as children attempt to form recognisable letters. Furthermore, they have a good range of opportunities to explore early mark making, such as creative activities and accessible writing areas, which mean children are developing early literacy skills.

Practitioners are very aware of children's individual needs. Those working with the youngest children interact appropriately, in order to promote their development. For example, young children show delight and interest as practitioners play alongside them during their involvement of sensory play experiences. This is encouraged further by positive facial expressions and gentle mannerisms displayed by practitioners. As a result, children feel valued and develop strong attachments with practitioners. Children's communication and language skills are developing well across the setting. Practitioners in the baby room acknowledge the sounds and gestures of younger children very well. They introduce vocabulary and repeat words and sounds that encourage the babies' language skills. Older children show an interest in reading as they enjoy looking at and listening to stories read by practitioners. They use appropriate strategies to promote those who speak English as an additional language. For example, they speak clearly and use talk during their interactions with children. Parents have good opportunities to share in their children's learning. They receive regular updates detailing their children's next steps and ways to extend the learning at home. Their child's learning journals are available for them to see on request and they are invited into the setting to discuss children's progress on an annual basis.

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

Children are able to form trusting relationships with warm, caring practitioners who meet their emotional and physical needs effectively. Practitioners are positive role models, who are calm and considerate in their interactions with children. For example, they greet children warmly as they arrive and provide additional support and reassurance to those who have recently started at the setting. Therefore, children form early attachments with practitioners, who are responsive and empathetic to their individual needs. A key-person approach is used to promote and support the emotional development of children. A broad range of information is collected from parents and used well to promote children's move into the setting. Relevant information, such as a transitional report and discussions between existing and new key persons, help promote a smooth transition as children move into a new playroom. Consequently, children are emotionally settled and their learning continues seamlessly. Daily discussions and the use of interactive white boards across the playrooms provide parents with information, such as what children had for refreshments and lunch, where appropriate. Furthermore, daily diaries are used to record the personal care routines carried out on the youngest children who attend the setting. Key persons are pro-active in ensuring that children build relationships with a number of practitioners. This means that children are able to engage with others and benefit from the expertise and positive interactions of the wider practitioner team. As children leave and move onto school, effective systems are used to support the smooth transition into formal education. Teachers from local schools are invited to visit children in the setting. As a result, key information regarding children's specific learning and care needs is shared, providing continuity in development and promotion of well-being. Children develop confidence and good independence skills in various social situations throughout their time at the setting. For example, they attend to their own personal needs and make independent choices during their play across the well-resourced playrooms.

A variety of healthy snacks is offered to children throughout the day. Older children can independently choose their snack during specified times and younger children enjoy coming together and sharing snack with both practitioners and each other. Practitioners use this daily routine as an opportunity to raise children's awareness of healthy lifestyles. For example, they use descriptive words to talk about particular items of fruit and explain which trees these grow from. Lunch menus are varied, healthy and are made from fresh produce. Furthermore, the setting has achieved Healthy Early Years status based on the range of healthy options provided. The youngest children enjoy participating in food tasting activities as they experience a variety of different tastes and textures. All children have access to drinks throughout the day, helping to ensure they do not become thirsty. The oldest children learn good self-help skills as they learn to be independent by clearing away their plates following lunch. For younger children, practitioners work closely with parents and at the child's pace, as they support those at the potty training stage. As a result, practitioners help promote children's developing awareness of their personal, social and emotional development, in order to prepare them for the next stage in their learning.

Behaviour across all age ranges within the setting is good. Practitioners ably encourage children from an early age to develop an awareness of the importance of sharing and turn taking. Older children demonstrate their understanding as they take turns and listen to practitioners as they explain how to be considerate towards others. Children work together showing effective negotiating skills as they cooperate to share the resources, such as using utensils during water play. All children benefit from access to an outdoor play area. Here they enjoy a wide range of play experiences, such as, fixed climbing apparatus, wheeled resources, balancing beams, parachute play and sensory play resources. Children enjoy being outdoors, for example, they show high levels of excitement as they move skilfully along on the balance bicycles wearing their helmets as safety measures. Consequently, they learn to manage risks and learn to manoeuvre safely around the environment as practitioners provide gentle reminders of the space allocated for wheeled resources. Practitioners use physical activities to promote children's awareness of the impact of exercise on their bodies. This means they are developing an understanding about exercise and the positive contribution it can make to their health.

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

The management team and practitioners have a good understanding of the requirements of the Early Years Foundation Stage. A robust recruitment and vetting process is in place to check and monitor practitioner's suitability to work with children. Comprehensive files contain relevant information on all practitioners, such as references, identity checks and copies of any relevant qualifications achieved. Sufficient induction procedures and informal support from the management team help practitioners to understand their roles and responsibilities, in order to support the welfare of children who attend. The management team provide leadership and a commitment towards promoting children's safety. The manager, who is the designated safeguarding officer, monitors practitioner's safeguarding knowledge through specific questions asked at supervisions and discussions during practitioner meetings. Furthermore, the safeguarding policy is sufficiently detailed to reflect the appropriate procedures set by the Local Safeguarding Children Board. The management team ensure that a sufficient number of practitioners have relevant first-aid training to effectively promote children's health and safety. Risk assessments are carried out as necessary and formal records detail potential hazards, while practitioners visually check all areas daily, to ensure children's safety is promoted. Legally required records for children's welfare are accurately maintained, such as children's attendance records, and accident and medical records. Furthermore, particular records, such as accident records are scrutinised on a regular basis to consider any areas that need addressing to minimise any further risk to children.

The management team demonstrates an ongoing commitment towards improving the quality of care and learning for all children who attend the setting. The use of various monitoring tools and action plans demonstrate how improvements have been identified and successfully achieved in partnership with the management team, practitioners and the early years educator. For example, improvements have been made to the organisation of

the indoor play environments. Furthermore, the setting's involvement in a Bikeability scheme means that they have also improved their range of play experiences available outdoors. As a result, children are motivated and stimulated to learn across the well-resourced setting. The management team are effective in organising and supporting practitioners using ongoing formal meetings, such as supervisions, informal discussions and training. Furthermore, peer observations carried out by the manager helps practitioners to reflect on their delivery of good care and educations with children. Although supervisions are carried out for all practitioners on a regular basis, these are not yet used sufficiently to ensure elements of high quality practice are consistently implemented. The manager recognises that further development is required to raise the quality of supervisions and use of peer observations, in order to ensure they focus sharply on the evaluation of practitioner performance. The manager understands fully her responsibilities in meeting the learning and development requirements. She is committed to overseeing children's progress, so that the delivery of educational programmes is appropriate and targeted interventions are implemented as necessary. Furthermore, an analysis of tracking also contributes to future developments of the setting. Although the setting is introducing an electronic system to capture observations and assessments on individual children, systems already in place show how children make good progress in their learning based on their initial starting points.

Partnerships with parents are good. The management team and practitioners demonstrate a strong willingness to engage with them in order to support children's individual care and learning needs. Furthermore, the manager understands fully the importance of working in close partnership with local support agencies as necessary in order to support children's individual learning needs. As a result, parents are reassured of the commitment of the manager in seeking appropriate support necessary for their children. Parents are invited into the setting to view their children's files and an end of year summary detailing their development is shared. Parents speak positively about the management team and practitioners, and they are very happy with the level of care and learning provided by the setting. Furthermore, the management team gather information from parents through questionnaires and from the parent suggestion box. Although good relationships are formed with parents and records of children's planning is sent home, the management team have not fully considered the details and frequency of information shared. For example, details of adult-led literacy activities are not always shared with parents, in order to enable them to extend this further at home. Close partnership with local schools, means that good arrangements are in place to effectively support children's next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY409527
Local authority	St. Helens
Inspection number	874233
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	59
Name of provider	Little Einsteins Nursery Limited
Date of previous inspection	06/06/2011
Telephone number	01744 813586

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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.

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.

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