

Inspection date	8 March 2016
Previous inspection date	13 August 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have superior partnerships with other early years professionals and outside agencies. The utmost priority is given to joint working and the sharing of meticulously detailed information. This helps to secure a consistently high level of support for children, including those who require additional help.
- Leaders and managers have robust systems in place to manage performance and evaluate teaching and care practices. The level of supervision and support provided to staff shows a commitment to continued improvement.
- Information provided to parents helps to ensure they understand what their children are doing and what they need to do next. They are also provided with ideas of how to support their children's learning at home.
- Parents are keen to share their opinions of the setting and talk very highly of the quality of their children's care and learning. They talk about the support staff offer to help their children settle quickly and the strong relationships their children develop with their key person.
- Staff quickly identify any gaps in children's learning and focus on helping them close these quickly. Children develop the skills they need for school.

It is not yet outstanding because:

- Staff in the pre-school room do not always give children enough help to understand the rules of working together as part of a group.
- The resources staff provide to support children in developing their imagination lack variety and range.

What the setting needs to do to improve further

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

- enhance children's social skills even further and help them to consider the needs and views of others while working as part of a group
- provide children with a wider range and variety of resources to support their imaginative play.

Inspection activities

- The inspector observed the quality of children's experiences during activities indoors and outdoors and assessed the impact this has on their development.
- The inspector observed the quality of staff's interactions with children.
- The inspector held a meeting with the registered individual and the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are highly effective in their roles and some aspects of their practice are outstanding. Safeguarding is effective. Staff are extremely confident in their knowledge and understanding of how to keep children safe and protect them from harm. Utmost priority is given to the safe recruitment and vetting of prospective staff, as well as their ongoing suitability. Effective teamwork throughout the nursery successfully helps all staff, including students, to further develop their skills. As a result, teaching is rapidly improving. Leaders and managers use the views of other professionals, parents and children to help them in their pursuit of excellence. Action plans are reviewed to ensure they are implemented effectively. Following the last inspection, more robust risk assessments have been introduced to enhance children's safety in outdoor play areas.

Quality of teaching, learning and assessment is good

Staff gather precise information from parents about what their children can do before they start. They continue to accurately assess children's progress and use the information to plan a wide range of play and learning opportunities that children really enjoy. Highly qualified and experienced staff use a wide range of teaching strategies to help all children become confident communicators. One way they do this is by adapting the language they use to aid children's understanding. Staff have also begun to use simple sign language and picture timetables that help children communicate effectively. Babies enjoy exploring and are interested in what others are doing. They smile brightly and babble back to staff who show them how to hit two shells together to make a sound. Children enjoy imaginative play. They play with small figurines and describe the characters and different jobs they may have.

Personal development, behaviour and welfare are good

Staff pay attention to helping children adjust to the idea of going to school. One way they do this is by sharing photographs of the school, the uniforms and teachers. Staff help children to be confident in making choices about what they want to do. Children enjoy small tasks, such as putting out cutlery for lunchtime. Children feel safe and identify staff who they would talk to if they were upset. Babies react to the warm interactions from staff and seek a cuddle when they are tired. Children help themselves to a drink when they are thirsty and to second helpings at lunchtime if they still feel hungry. Children are active and thoroughly enjoy being outside. They become immersed in re-enacting a story about a troll, climbing a bridge and running away excitedly when they are chased. Children learn to use cutlery correctly and how to dress themselves.

Outcomes for children are good

Additional funding is used well to provide extra support for children who need it so they promptly catch up. Older children are developing their literacy skills. They listen to stories with increasing attention and practise their writing. Babies use the free space available to master crawling and walking. Children are beginning to use mathematical language in their play. For example, they count the blocks they are using to make a tower and talk about size.

Setting details

Unique reference number	EY383817
Local authority	Wakefield
Inspection number	858839
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	55
Number of children on roll	103
Name of provider	Future Einsteins (Wakefield) Limited
Date of previous inspection	13 August 2009
Telephone number	01924 822899

Future Einsteins was registered in 2009. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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