

# Little Einsteins Nursery Ltd

Woodville House, Woodville Street, St Helens, Merseyside, WA10 1ET



## Inspection date

11 January 2018

Previous inspection date

8 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff prioritise children's health and safety. They encourage children to eat healthy meals and teach them where food comes from. Children learn to adopt good hygiene habits. For example, they wash their hands and brush their teeth. Staff gently remind children to walk carefully up and down the stairs and not to run indoors.
- Children make good progress in their learning. Staff regularly observe and assess children to find out what they need to learn next. They regularly summarise children's attainment and share their findings with parents.
- Children who require additional support from outside agencies are well supported. The management team exchanges information with a variety of professionals to effectively support children's learning and well-being.
- Children make good progress in speaking. Staff sing songs with children, model new words and commentate on what children are doing. Targeted, small-group sessions provide additional support and help to boost children's confidence in speaking.
- Parents comment very positively about the care their children receive. They say their children are very fond of their key person and make good progress in their learning.

### It is not yet outstanding because:

- Methods in place to identify what children can already do on entry are not always implemented consistently enough to ensure a swift start to all children's learning.
- Occasionally, younger children are not able to become deeply involved in group learning activities.

## What the setting needs to do to improve further

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

- improve the consistency in gathering children's starting points, so that staff are better informed about what children can already do from the start
- provide more opportunities for younger children to become deeply involved in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager, her deputy manager and both providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views in written feedback.

### Inspector

Val Aspinall

## Inspection findings

### Effectiveness of the leadership and management is good

The senior management team is experienced and knowledgeable and accurately evaluate the nursery's strengths and areas for development. It ensures that its well-qualified staff team have a clear understanding of their professional responsibilities. Staff have access to a package of training they can complete at their own pace and meet with managers to review their practice annually. Safeguarding is effective. Managers complete advanced safeguarding training and ensure staff know how to recognise and refer any concerns they may have for children's well-being. Monitoring processes identify where children could make even better progress. For example, plans are in place to develop a computer suite to enhance children's access to technology.

### Quality of teaching, learning and assessment is good

Staff plan for children using an effective mix of whole group topics and planning for individual children. Babies are beginning to recognise and name different facial features as part of an 'All about me' theme. They point to their nose or eyes when staff playfully ask if they can find them. Babies enjoy making marks by pushing shapes into playdough or crayoning on paper. Staff encourage toddlers to crawl through tunnels, climb steps and dance to music. Pre-school children confidently name and recognise numbers and are beginning to understand addition. They know the five days they are at nursery and two days at the weekend make seven days in the week. Staff are skilled at knowing who can count by themselves and who needs their help. Children delight in checking whose car goes the fastest and the furthest, when they roll them down a tube.

### Personal development, behaviour and welfare are good

Children behave well and are encouraged to cooperate and take turns. For example, pre-school staff make tidying up fun by encouraging children to beat the visual timer on their interactive whiteboard. Toddlers cooperate, as together they shake a parachute to see if the toy frog will bounce off. Pre-school children are encouraged to develop their balance and coordination when they take part in specialist sessions to learn to safely use balance bicycles. Established children form strong bonds with staff and show confidence and good social skills. They enjoy playing with each other and behave well. Parents whose children are settling in say that after a few short visits they run in happily and want to stay even longer. Staff get to know children's family situations. For example, toddlers take home a special bear and parents record what the bear has been doing to share with the group.

### Outcomes for children are good

Children are confident and playful. They are keen to explore and happily engage with or talk to visitors. Children develop independence. For example, babies learn to drink from a cup with no lid or climb the slide steps, and pre-school children clear their own plates after eating and manage their own self-care needs. Children who speak English as an additional language make good progress in acquiring English. Children are developing the skills they need to be ready to start school.

## Setting details

<b>Unique reference number</b>	EY409527
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1105104
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	87
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Little Einsteins Nursery Ltd
<b>Registered person unique reference number</b>	RP902236
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	01744 750494

Little Einsteins Nursery Ltd registered in 2010. The nursery employs 22 childcare practitioners. Almost all of whom hold appropriate early years qualifications at level 3, including one of the managers who holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm all year round, except for the Christmas break and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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