

<b>Inspection date</b>	17 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Staff do not have a secure knowledge of safeguarding policies and procedures. They are not confident about procedures to follow if allegations against them occur. Staff have not received up-to-date safeguarding training. This compromises children's safety.
- Procedures for recruiting new staff are not fully implemented. Therefore, the suitability of staff is not assured.
- The provider does not have effective arrangements to monitor staff performance. She does not identify where practice needs to improve quickly.
- Some activities are not challenging enough. Assessments of some children's progress are not precise enough. This limits the progress that children make.
- Daily routines and group activities are not organised well. This means some children are not fully engaged in activities and have limited opportunities to be independent.
- At times, children's communication and language skills are not promoted effectively.
- Some staff do not manage children's behaviour effectively. As a result, children receive mixed messages, which does not support their understanding of acceptable behaviour.

### It has the following strengths

- Partnerships with parents are effective. Staff regularly share information with parents about children's daily experiences. They seek information about children's home lives, which supports continuity in children's care.
- Children play in a safe and secure environment. Risk assessments for the premises are completed daily by staff to ensure that any potential hazards to children are minimised.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff receive training and have up-to-date knowledge of all safeguarding issues, including the procedure if an allegation is made against a member of staff	30/07/2019
ensure all staff gain a secure understanding of responsibilities in relation to the 'Prevent duty guidance for England and Wales 2015'	30/07/2019
improve the recruitment procedure to ensure it includes thorough vetting processes	30/07/2019
develop and implement a system to monitor the quality of teaching so that all children make good progress in their learning	30/07/2019
improve the process of mentoring and coaching staff to ensure they fully understand their roles and responsibilities	30/07/2019
review methods used to manage children's behaviour to ensure that all staff consistently manage all aspects of children's behaviour appropriately	30/07/2019
ensure that staff regularly observe and assess children's learning accurately so that next steps in children's learning are identified to help them make good progress	30/07/2019
ensure activities for children are age-appropriate and that the individual needs of children are met.	30/07/2019

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

- develop further staff understanding of how to fully support children's developing communication and language skills
- improve the organisation of small-group activities to maximise learning opportunities for all children
- improve the organisation of daily routines to ensure that children develop independence and their individual needs are met.

### Inspection activities

- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider regarding the leadership and management of the nursery.
- The inspector viewed a sample of documentation, including children's progress records.
- The inspector observed the quality of teaching and interactions between staff and children during play sessions.
- The inspector gained feedback from parents and considered their views.

**Inspector**  
Christine Davies

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff lack an understanding of the procedures to follow if they had concerns about a child's welfare or if an allegation was made against a member of staff. The provider, who is also the manager, does not ensure staff complete regular safeguarding training to keep up to date with current legislation, for example 'Prevent' duty training and wider safeguarding issues. This compromises children's safety and well-being. The provider does not ensure she follows robust and consistent recruitment procedures. She does not ensure references are obtained. This means the overall suitability of the staff team is not assured. The provider has begun to evaluate some areas of her practice and is keen to make improvements. However, she does not monitor the quality of teaching within the nursery effectively. She does not give enough attention to any weaknesses in staff practice. Furthermore, staff do not receive the coaching and supervision they need to improve.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching and support for children's learning is not consistently strong. Staff plan a range of activities for children. However, expectations of what some children can achieve are sometimes too low. As a result, specific groups of children, including the most able, do not achieve as well as they could. For example, climbing apparatus available to pre-school children during indoor physical play is more suited to babies and toddlers. Furthermore, during focused planned activities, the needs and interests of younger children taking part are not considered. As a result, some children are not fully engaged. Some staff are not tracking children's progress regularly enough to gain an accurate picture of children's development. This prevents them from identifying gaps in children's learning quickly, particularly for children who require additional support or those with special educational needs and/or disabilities (SEND). Despite this, children use their creative skills well. For example, they like to explore and experiment with paint as they mix different colours for their artwork. Staff encourage babies to repeat sounds and simple words as they play. However, for older children, staff do not always maximise opportunities to extend their communication and language skills during group activities.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding compromise children's safety and well-being. The organisation of daily routines does not always meet the individual needs of children. For example, at lunchtime, staff keep children waiting for prolonged periods before lunch is served. As a result, the behaviour of some children deteriorates. Although staff act promptly when this occurs, they do not always use appropriate strategies to help children understand how to behave. Nonetheless, children learn to respect others, share resources and take turns. This helps to build their confidence and self-esteem. Children enjoy healthy snacks and meals and develop an awareness of the importance of regular exercise. However, opportunities for older children to develop their independence and self-care skills during daily routines are limited. Children build trusting relationships with their key person and form bonds with familiar staff. This helps to support their emotional well-being. Children know the nursery rules and are encouraged to tidy up after themselves.

### **Outcomes for children require improvement**

Children are gaining some of the skills in preparation for their future learning. For example, they develop their hand-eye coordination, when threading coloured pasta to make necklaces. Older children recognise letters and write their name on their artwork, which supports their early writing skills. Younger children, including babies, develop their language skills as they sing action songs and rhymes. However, weaknesses in teaching mean that children are not making good progress.

## Setting details

<b>Unique reference number</b>	EY541226
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10089697
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Little Einsteins Limited
<b>Registered person unique reference number</b>	RP541225
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	00442077387499

Little Einsteins is located in the London Borough of Lambeth. It operates from 7.30am until 6.30pm on weekdays, all year. The setting is closed for two weeks for Christmas and New year. The manager has a level 7 qualification in childcare.

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.

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