

Inspection of Future Einsteins

43 Philip Garth, WAKEFIELD, West Yorkshire WF1 2LS

Inspection date: 10 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this setting. Staff provide them with activities that excite them and motivate them to learn. For example, children relish making a birthday cake. Staff successfully weave maths into the activity as they encourage children to count as they add ingredients. Furthermore, staff use language such as 'less' and 'more' as children fill their pans in the mud kitchen. Children's physical development is supported well. They enjoy investigating the well-equipped outdoor area. Staff teach children to take risks in safe surroundings. For instance, children balance on tyres in the garden and climb and jump off a wooden boat. Furthermore, young babies have ample space to practise crawling and begin to pull themselves to stand while holding onto low-level furniture. Staff take time to settle children in gradually. This includes spending time with children and their families before they start. This helps children feel emotionally secure. Staff support children's independence well. For example, children select their own resources and older children serve their own lunch. Children behave well. They are happy and settled and show high levels of confidence during activities. For example, toddlers listen carefully to a story about the weather. They then recreate thunder noises by making their own instruments from a variety of objects such as tins and wooden spoons.

What does the early years setting do well and what does it need to do better?

- The quality of teaching across the setting is good. Staff are well qualified and knowledgeable. They have an in-depth understanding of children's individual needs. Staff gather vital information from parents to assess young children's starting points accurately. They observe and track children's progress regularly. Management and staff analyse the assessments and quickly identify any gaps in children's learning.
- Parents speak very highly of the setting. Staff share information with parents to help them to understand how children's learning can be further supported at home. For example, the library system supports children's love of reading, as they get to take their favourite stories home to read with their parents. This helps to support children's literacy skills.
- Overall, staff support children's communication and language well. They provide a language-rich environment. Staff speak clearly and introduce new words such as 'delicate' and 'pomegranate' to children as they play. However, occasionally, staff miss opportunities to further extend children's language and critical thinking skills even further.
- Leaders are passionate and committed. They work closely with their dedicated staff to create a nurturing setting. All staff have high expectations for children. They regularly evaluate the quality of the provision with a clear focus on improving outcomes for children. However, although staff keep their mandatory

training up to date and some staff work towards higher qualifications, they do not access other training opportunities to raise the quality of teaching to an outstanding level.

- Partnerships with parents, other professionals and schools are strong. Staff work closely to share information about children's care and learning. They devise plans with targets for each child which are reviewed and shared with parents and health professionals. This provides effective continuity for children, including those with special educational needs and/or disabilities.
- Staff are caring, sensitive and responsive to children's needs. Children demonstrate that they feel happy, safe and secure. There is a well-established key-person system which helps children to form secure relationships. This helps to promote children's emotional well-being.
- Children's behaviour is good. They thrive on the positive praise and encouragement from staff. Older children tidy up before going outside to play and show respect for the resources. Where children need support, staff provide gentle reminders to share and take turns. Staff model good manners when talking to children and encourage them to say 'please' and 'thank you'.
- Children enjoy playing with resources that enhance their creativity and imagination. For example, babies explore ice and shaving foam. Toddlers enjoy having a tea party, using china cups and tea pots. They excitedly mix milk, cream and cocoa and pour each other drinks. Furthermore, older children design their own kites and watch eagerly as they move in the wind.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a strong understanding of safeguarding procedures and know how to identify a child who may be at risk of harm. They know the action to take to report such concerns. Staff have a good understanding of wider safeguarding concerns. They are fully aware of the reporting procedures should an allegation be made against a staff member. Staff make sure children are cared for in a safe and secure environment. They supervise children vigilantly and ensure that risk assessments are carried out effectively to help minimise any hazards to children.

What does the setting need to do to improve?

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

- build on ways to ask more purposeful questions and enhance children's thinking skills even further
- seek wider training opportunities to raise staff's skills and knowledge.

Setting details

Unique reference number	EY383817
Local authority	Wakefield
Inspection number	10074175
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	55
Number of children on roll	101
Name of registered person	Future Einsteins (Wakefield) Limited
Registered person unique reference number	RP535236
Telephone number	01924 822899
Date of previous inspection	8 March 2016

Information about this early years setting

Future Einsteins registered in 2009. The nursery employs 18 members of childcare staff. Of these, 16 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.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- An activity was observed and evaluated by the manager and the inspector.
- The inspector held a meeting with the nursery manager and the nominated person. She looked at relevant documentation, such as the nursery's self-evaluation 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 through written feedback.
- The inspector spoke to children and staff at appropriate times during the inspection.

We carried out this inspection 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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