

# Inspection of Little Einsteins Day Nursery Ltd

Park Infant School, Beverley Road, Doncaster, South Yorkshire DN2 4JW

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Inspection date:

18 February 2020

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff do not have high enough expectations of children. Weaknesses in assessment and planning mean that teaching does not consistently build on what children already know and can do. Despite these weaknesses, children show they feel safe and secure and enjoy their time at the setting. Children look for their photographs to self-register on arrival. Flexible settling-in sessions and home visits help children to settle quickly into nursery life.

Although the key-person system is weak, children behave well and are confident. Staff use good techniques to help children follow routines and boundaries. For instance, younger children enjoy taking part in activities that help them to recognise their feelings. Children play together very well. They make good relationships with staff and others. This helps to prepare them socially for the move to school.

Staff help children to build their understanding of the world. Toddlers learn about where chickens come from. Pre-school children enjoy feeding large snails, and babies relish exploring textures using 'gloop'. Plans are in place to extend links with other groups in the community and the local church, and take part in more charity events.

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

- Staff have good arrangements in place for supporting children with special educational needs and/or disabilities, and those who speak English as an additional language. Staff work closely with other agencies involved in children's care and development to implement targeted plans to support their care. Staff make careful adjustments to the environment to ensure all children can take part in activities.
- Staff work hard to build relationships with parents. They create initiatives to help parents feel welcome in the nursery and confident with talking to staff. For example, they develop wall displays so that parents can understand children's daily life at the setting. Furthermore, parents receive a welcome pack when their child first attends, containing essentials, such as nappies. Parents comment that they particularly like the shared reading scheme where they can take home a book and activities to do with their child. This enables parents to continue their child's learning at home.
- The management team and staff have regular meetings. They reflect on practice and identify areas for further improvement. Recently introduced initiatives for staff's well-being are working well. Staff comment that they like the appreciation box contributed to by parents and the recognition of their achievements by colleagues.

- The manager and staff keenly promote children's growing independence. Staff encourage children to do small tasks. For example, older children set the table before lunch and take care of their personal needs.
- Children progress appropriately with their literacy skills and mathematical understanding. They eagerly experiment with writing stories about bear hunts and use their mathematical understanding when finding numbers hidden in lentils.
- Changes to staff in the rooms and when staff are on holiday mean the key-person system is not effective. Staff have a poor knowledge of the stages of development children are working within. Therefore, they are not able to ensure that children's care and learning fully reflect their interests and needs.
- Staff keep parents up to date with their child's learning through the electronic system, parents' evenings and daily feedback. However, assessments of children's progress are not accurate enough to enable staff to plan activities to build on children's learning. This means that not all children are provided with enough challenge to make good progress.
- The management team has a system for staff's supervision and the monitoring of staff's performance and training. However, it is not yet thorough enough to clearly identify how staff can raise the quality of their practice to the highest level.
- Staff provide children with a vibrant well-resourced indoor learning environment that motivates them to play and promotes their physical well-being. However, they do not make the best use of the outdoor provision to support children's learning as fully as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The providers ensure that all staff receive training relating to safeguarding matters. Managers and staff have a good understanding of the signs that may indicate a child is at risk of harm, and know how to seek help to protect them. They know the procedures for dealing with an allegation about a member of staff and understand their responsibilities of directly reporting their concerns if necessary. Leaders follow robust recruitment procedures to ensure the suitability of staff. New staff receive a thorough induction to ensure they are clear about their roles and responsibilities to keep children safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the key-person system to help ensure that staff know the stages of development children are working within and care for their particular interests and needs appropriately	18/05/2020
raise the quality of assessment and planning to ensure that all children are fully supported to engage in challenging activities that build on what they already know and can do.	18/08/2020

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

- enhance the arrangements for performance management to help identify and build on staff's teaching skills, in order to raise the quality of teaching to the highest level
- extend further the learning opportunities for children who learn best outdoors to help them make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY335379
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10131585
<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>	0 to 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Little Einsteins Day Nursery Ltd
<b>Registered person unique reference number</b>	RP905327
<b>Telephone number</b>	01302 366430
<b>Date of previous inspection</b>	5 May 2016

## Information about this early years setting

Little Einsteins Day Nursery Ltd registered in 2006. The nursery employs 16 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

### Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the manager and looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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