

# Little Einsteins Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY335379  |
| <b>Inspection date</b>         | 13/01/2011  |
| <b>Inspector</b>               | Susan Rogers  |
| <b>Setting address</b>         | Park Infant School, Beverley Road, Doncaster, South<br>Yorkshire, DN2 4JW |
| <b>Telephone number</b>        | 01302366430   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | Childcare on non-domestic premises  |

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Little Einsteins Day Nursery opened in 2006 and is situated in Wheatley, which is close to the town centre of Doncaster. It serves families who live and work in the surrounding areas. All children have access to an enclosed outdoor play space. The setting is open from 6.30am to 6.30pm Monday to Friday all year round with the exception of bank holidays.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children aged under eight years may attend the setting at any one time and there are currently 64 children on roll. Of these, all are in the early years age group and 27 children receive funding for early years education. The setting currently admits children under five years of age. The setting was designated "enhanced setting" status in 2008 by the Early Years Service, and enables the support of children with special educational needs and/or disabilities and who speak English as an additional language.

The setting employs 13 members of staff who work with the children. Of these, three have a qualification at level 6, one of whom has also achieved Early Years Professional Status. Two staff have a qualification at level 5, six have a qualification at level 3; one of whom is currently working towards a level 5 and one who is currently working towards Early Years Professional Status. Two members of staff have a qualification at level 2, both of which are working towards a level 3 qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this homely and exceptionally well-resourced play environment where individual needs are highly valued and respected. The partnerships with outside agencies, parents and carers are very well established and provide extensive support for children's individual needs. Children's independence is exceptionally well promoted through careful planning and accessing equipment that meets their individual needs. The documentation policies and procedures are very effective in protecting children's welfare needs. Rigorous systems are in place to monitor and evaluate practice and ensure continuous improvement is sustained.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further opportunities for older children to travel around, under, over and through balancing and climbing equipment.

## **The effectiveness of leadership and management of the early years provision**

Staff have an excellent understanding of safeguarding issues. Regular child protection training and a very effective induction for staff ensures they have an excellent knowledge and awareness of how to safeguard children. This enables highly successful work with parents, carers and external agencies and ensures that children are very well protected. The risk assessments are very thorough, regularly reviewed and identify all risks on the premises. Highly effective vetting and recruitment procedures ensure that all staff working with children are suitable. Leaders and managers successfully inspire the staff team. Staff have exceptional support in their professional development through regular appraisals and access to regular training.

The system for observing, assessing and planning for children's individual needs is very well established and covers all areas of learning. Parent's assessments of their child's progress are highly valued and included in their child's 'learning journey'. Through careful reflection the setting is continually developing its partnership with parents and carers so that each child's individual needs are effectively met. Equality of opportunity is effectively promoted. Staff recognise that children have multiple needs and endeavour to support parents individually in the care of their child. Successful partnerships with others ensure children are provided with exceptional learning opportunities through well considered challenges and activities, which meet individual needs. Through the exceptionally well-documented assessments children's next steps for development are clearly identified. There are highly effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. The setting has developed carefully considered strategies and works closely with additional agencies providing exemplary support for children.

Detailed action plans are informed by a careful measurement of the effectiveness of the setting. The opinions of all stakeholders are actively sought and acted upon. High quality resources and highly effective deployment of staff support children's learning and development exceptionally well. Children are given high levels of support prior to any transition to another room as their developmental needs change. The documentation, policies and procedures are subject to rigorous review and are highly effective in promoting children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

The exceptionally well-organised premises and rich learning environment ensure children gain confidence. They engage in an excellent balance of outdoor and indoor activities. Highly innovative resources are used to enable younger children to regularly access the local areas. For example, there are exceptional opportunities for children to develop an appreciation of the world around them as they visit the local area. They explore the outdoor play area and observe the

habitats of insects in the 'bug mansion'. They participate eagerly as they recycle vegetable and fruit peelings, which helps their understanding of sustainability and contributes to positive skills for the future. They demonstrate exceptional skills as they use tools to dig in soil and scoop water. Although there are visits to the local park, there are limited opportunities for older children to travel around, over and through balancing and climbing equipment. Children experiment with melting ice and a wide variety of tactile materials. This gives exceptional opportunities for their language development as they describe what they see and feel.

Babies develop a thorough sense of belonging as they enjoy comforting cuddles from staff and clap their hands to accompany music and songs. Individual sleep routines are managed sensitively as children choose where and when they wish to sleep. Their understanding of numbers is well-promoted as they recognise numerals and count purposefully whilst they play. They develop story telling skills by devising imagined scenarios whilst they explore and gain inspiration from the play areas. Children access books from reading areas, both indoors and outdoors, which stimulates their interest in early literacy skills. Staff ensure that children's creativity and concentration is given excellent support during group reading activities. This enables the development of imagined ideas to extend language skills. All children are valued in this setting and those who speak English as an additional language are extremely well supported through innovative planning and excellent staff awareness of their individual needs.

Through careful planning and attention to children's individual needs their independence is highly promoted as they serve themselves at mealtimes. Children's confidence is actively promoted as staff sensitively support them to put on their own shoes and coats. Through careful explanations and exemplary risk assessments children become responsible and develop skills that promote their safety. Children's social skills are developing extremely well as they recognise that their play and learning is enhanced when they include others and develop friendships with each other. Children are learning about healthy eating through the nutritious meals that are served daily. They have access to drinking water when they wish and identify and select their own cup. Procedures that promote good hygiene routines are carefully considered with all staff, children and visitors being encouraged to remove their shoes as they enter the premises.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met