



Little Einsteins Day Nursery

Inspection report for early years provision

Unique Reference Number	EY335379
Inspection date	29 November 2006
Inspector	Lynn Masterman
Setting Address	Park Infant School, Beverley Road, Doncaster, South Yorkshire, DN2 4JW
Telephone number	07739351142
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Registered person	Little Einsteins Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Einstein's Day Nursery was registered in 2006 and is privately owned. It is situated in the grounds of Park Primary School in Wheatley in Doncaster. It operates from three rooms in a purpose built building. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 06.30 to 18.30 for 52 weeks of the year except bank holidays. It serves families from the local community and surrounding areas. All children share access to a secure enclosed outdoor play.

There are currently 43 children aged from birth to under five years old on roll. Of these, one child is in receipt of funding for early education. The nursery currently supports a number of children with English as an additional language.

The nursery employs nine members of staff. Of these, six hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is actively promoted by staff as they successfully implement a good range of health and hygiene procedures. Children are beginning to take responsibility for their own personal care and comfort. Children have the opportunity to observe good role models and staff show children how to wash their hands appropriately. For example, children independently access face cloths after meals and know that washing hands removes dirt. Children are encouraged to help with cleaning tasks, such as wiping tables after lunch, which helps develop their awareness of good hygiene practice. There is a clear policy in place for the care of sick children, which is effectively shared with parents to minimise the risk of cross infection. Arrangements for first aid and administering medication meet requirements and contribute to children's health and well-being.

Snack and lunch times are a valuable sociable occasion where staff and children sit together and share conversation. Staff use this time effectively to encourage children's social skills and independence. For example, children help staff put on the table cloths and set out the crockery, and serve themselves. Children enjoy a well balanced range of nutritious snacks and meals and make informed choices from a variety of healthy options. All children have access to fresh drinking water and pour their own drinks independently or with assistance from staff according to their stage of development. This helps children to develop a good awareness of a healthy life style.

Children access a good range of outdoor play, which helps them develop good physical skills and a healthy life style. The outdoor play area is well planned to stimulate children's interest and imagination. For instance a large box becomes a den or a garage for bikes. Children develop their physical skills with activities such as, riding wheeled toys, running and balancing. They receive appropriate challenge as they take supervised risks. For example, children walking across a beam are supported and reminded to take care. Children extend their play by adding wooden shapes to make the beam longer and ways of walking up and down, developing coordination and control.

Babies regularly experience the benefits of being out in the fresh air and have access to the outdoor play area. Staff use this opportunity to help babies to become familiar with other children and staff. This helps babies to make social connections for their next stage of learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, well-maintained environment, which is effectively organised. This ensures children can move around safely and freely. Safety is given a high priority and children are kept safe from harm through vigilant staff, and the use of good safety procedures.

For example, the nursery has effective safety and security precautions such as, intercom systems on the main door, security buzzers, and visitors log book. Staff help children to learn to keep themselves safe. They are given clear and simple explanations of the consequences of their behaviour. Children are gently reminded when setting the table for lunch to hold knives carefully. Consequently, children begin to take responsibility for their own actions. Fire evacuation procedures are displayed and routinely practised. Children know and understand that when the loud bell rings everyone has to go outside. This results in children knowing how to follow procedures and to evacuate the premises safely.

Children have access to an excellent range of play resources, which are age appropriate and promote children's development. Resources are well maintained, of good quality and conform to the required safety standards. They are stored at child height and are easily accessible. This encourages children to be independent and have the opportunity to make informed choices about their play.

Children are well protected as the staff have a good understanding of their role and responsibilities with regards to child protection matters. They have a clear understanding of safeguarding children procedures and recognise the signs and indicators of child abuse.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are cared in a rich child-led environment by highly skilled staff who provide excellent learning opportunities for children. They gain new skills and knowledge as spontaneous opportunities are seized to extend their learning. For example, children show curiosity by holding different textured paper and various wooden objects on a light table. They investigate and explore by turning the objects around at different angles and find new ways of looking at light. Staff are skilful in using open ended questions, such as 'what can you see and where is the light now?' Children competently turn the light switch off when their curiosity has been successfully explored. Very young children have the opportunity to make sense of the world around them through a superb range of natural materials, such as metal cans, zips, wooden rings, weaved balls and textured materials. They watch in awe as fixed wooden spiral mobiles coil up and down. They are encouraged by caring staff to pull the mobiles and repeat the process. The nursery places an extremely strong emphasis on the personal social and emotional development of children. This has been further extended by the staff's excellent knowledge of the need for children to feel emotionally safe and secure. For example, all children have photographs of themselves in the home environment.

Children are involved in a stimulating range of activities, which are interesting, fun and that develop their curiosity, creativity and imagination. Children flourish as they have many stimulating experiences that promote all aspects of their learning and development. Children have pictures of the outdoor play area representing various weather conditions. They are asked to look at the weather outside and choose an appropriate picture. This is further extended by the use of a weather dolly. Staff make use of excellent thought provoking questions, such as 'what clothes do you think we should put on the dolly today before she goes out?' Children are able to choose from a range of suitable clothes. This helps children to make links with the environment.

The staff have very good knowledge of the 'Birth to three matters' framework. This is also linked into the new foundation stage for children aged from birth to five years old. They make excellent use of comprehensive assessments and observations of children, which inform the planning. Focused activities for children are based on outcomes and linked to children's interest. For example, children show an interest in colour matching. Activities for the following week have a focus but are planned around colour. This helps children to make excellent progress in their learning.

Nursery Education.

The quality of teaching and learning is good. Staff have secure knowledge and understanding of the early learning goals and use this to provide a broad and balanced curriculum across the six areas of learning. This ensures children progress well through the stepping stones. They make good use of assessment systems, such as observations and photographs to evaluate the aims and objectives of children's learning. Staff make use of various teaching methods, such as focused activities, free play and children's interest. Staff give considerable thought to the planning of activities and ensure they are stimulating and sustain children's interest. All activities are evaluated and are used to plan the next stage of children's learning.

Children show a strong sense of belonging. They greet each other positively upon arrival. They confidently know where to hang coats and bags. Children use self registration on arrival by collecting their picture and hanging it on the welcome tree. They often practise writing for a purpose, such as writing messages when playing in the home corner. However, opportunities for more able children to recognise their name are not fully explored. Children's communication skills are good and they are given time to talk individually and listen to each other. They speak confidently as they share their experiences of home and their families. Children confidently express their needs and choose the areas they want to play in. They are well-supported in managing their own behaviour and use language to resolve conflict. They are polite and courteous and respond positively to requests for help, such as helping to fasten each others aprons when doing creative activities.

Children are confident and self-assured enough to work and play independently or in small groups. They enjoy making their own decisions and are able to access a good range of mark-making tools to assist in their play. Children recognise numerals in the environment and are developing good awareness of space, shape and measure in a variety of freely-chosen activities. For example, they make rockets from paper, they skilfully cut and roll the paper into the desired shape and then apply tape to make it secure. Staff extend their learning by using opened questions about size. Children are developing an awareness of number as they count beads from one to five. More able children can count up to ten with support. They make use of mathematical language appropriately in their play. For example, children playing with the train track discussed how the train would go over and under the bridge and how some trains had more carriages than others.

Children use their imagination well in a variety of situations, such as playing happily in the home corner making tea for everyone. Staff encourage them to think and remember previous experiences. For example, children recall where they are invited to talk about their activity and what they did. Children's creative development is well supported as they learn to express

themselves using their senses. For instance, when collecting leaves, they think about sounds and the movements leaves make. They use musical instruments to recreate the noises, such as rustling and crunching. Activities such as this are used well to introduce new words, however, the opportunity to link letters to sounds is not fully explored.

Staff interact positively with children to consolidate their learning. They are good role models and help children to make choices and manage their own play. Assessment records are clearly linked to the stepping stones and the intended learning areas are linked within the continuous provision.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the inviting nursery environment. They have developed very good relationships with staff and their peers. Children are responded to with warmth, affection and understanding, which develops their sense of self-worth and confidence. This helps children to develop meaningful relationships within the setting and the home environment. All children have an extremely strong sense of belonging, which has been fostered successfully by the warm caring approach of staff. Children use picture recognition of themselves with every aspect of their care. Parents complete a detailed questionnaire about their child's individual needs and care plan. This ensures all children's needs are positively met. Children are responded to with warmth, affection and understanding, which develops their sense of self-worth and confidence.

There are good systems in place for management of children's behaviour. They are beginning to understand right from wrong in a caring and sensitive environment. Staff encourage children to call upon their peers for help. For example, children ask each other to help fasten aprons when doing a sticky picture. Due to staff's sensitive approach children learn to share, take turns and think about others.

Children have access to a good range of play resources, which reflect equality and diversity. Children are beginning to learn about similarities and differences. However, opportunities to develop children's knowledge about the wider world is not yet fully explored. Children with English as an additional language are appropriately supported by staff. The nursery has some signs, which have dual language. Outings are planned occasionally, for example, to the local park or to the shops to buy fruit for snack time, this helps to promote children's awareness of their community local community. Staff successfully create a participative environment in which, children make lots of choices and decisions. They learn to express their own needs and preferences and actively contribute to their own experiences. Therefore, children's spiritual, moral, social and cultural development is fostered.

Effective communication systems ensure parents and staff work together to promote children's care, well-being and development. Parents receive a verbal and written feedback about their child's day and achievements. They feel a strong sense of partnership and welcome the approachable attitude and interest from staff.

The partnership with parents and carers is good. There is a positive relationship with parents of children who receive nursery education. They feel confident to share their concerns, seek advice and are kept well informed of their children's progression and achievements. Staff provide parents with written suggestions as to how they may support their children's learning at home. They have clear information with regard to curriculum planning and the use of children's assessment records to ensure children make good progress towards the early learning goals.

Organisation

The organisation is good.

Children flourish in a well organised environment, which effectively promotes children's welfare and security. A successful daily routine allows staff the flexibility of responding to children's varying needs and interests. Staff are deployed effectively and have a clear understanding regarding their roles and responsibilities. This ensures children receive good levels of supervision and care. Staff are very knowledgeable about child development and make good use of early years guidance. They have a forward thinking approach to children's learning and are beginning to use the 'Every Child Matters' foundation stage for birth to five alongside the 'Birth to three matters' framework and the current 'Curriculum guidance for the foundation stage'. Children receive positive, adult support from a staff team who work well together to provide a warm, friendly and stimulating environment.

Robust recruitment and vetting procedures are in place to ensure suitable, appropriately qualified staff are employed to care for the children. There is a comprehensive induction programme and a very good range of well written policies and procedure. These are clearly understood and are successfully implemented by staff to ensure they work together to provide good outcomes for children. Staff have a strong commitment to training and make good use of the range of the training opportunities available to them. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management is good. The staff are very strong and committed, and have a positive approach to sharing reflective practice. Staff have a clear understanding of the aims for children's learning and work cooperatively together to ensure these are successfully met. The key person system works successfully and is based on the children's needs to bond, and develop trusting relationships with specific adults. Staff are well supported and valued. They meet on a regular basis and through discussion evaluate the operational systems in place to provide a safe and caring environment for children. The manager has a hands on approach works alongside staff. This, together with regular staff appraisals, enables her to monitor the quality of teaching and identify training needs. There is a strong commitment to continuous improvement, reflected in the co-operative working with other professionals, such as the early years' teacher.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further children's awareness of the wider world through a range of planned activities.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend opportunities for children to link letters to sounds
- extend opportunities for more able children to recognise their name.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk