

Little Einsteins Childcare Centre Ltd

117 Cranbrook Avenue, HULL, HU6 7SS

Inspection date	12/12/2014
Previous inspection date	24/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's interests and ideas are used to inform the planned experiences in the nursery. Consequently, children are excited to learn and make good progress from their starting points.
- The staff know children well and support their well-being. Children feel safe and secure through strong attachments with their key person.
- The provider has robust safeguarding policies and procedures in place to ensure the health and safety of children and staff.
- Parents' views are valued and included in the nursery evaluation processes. This helps to ensure children's needs are central to any future improvements and are consistently met.

It is not yet outstanding because

- Occasionally, group time activities do not engage and challenge all children in their learning.
- Information from staff to promote children's learning at home, is not always provided in a timely manner to enable all parents to complement their child's learning in nursery.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and spoke to children playing indoors and outdoors across the nursery.
- The inspector sampled documents, including policies and procedures, the nursery's self-evaluation, staff suitability checks and qualifications.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to parents, to obtain their views on the nursery.

Inspector

Rose Tanser

Full report

Information about the setting

Little Einsteins Childcare Centre Ltd was registered in 2009 on the Early Years Register. It is situated in purpose built premises in Kingston upon Hull and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, two at level 5, two at level 6 and one at level 7. The nursery opens Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 102 children on roll who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- review the organisation of children at group times, so that they are all provided with ample opportunities to ask questions and to share their ideas, to further support their critical thinking skills
- enhance the arrangements in place to support all children's learning at home, so that parents have timely information about resources and activities to complement children's learning experiences in the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are well supported by staff right from the time they start attending at the nursery. Staff discuss individual children's interests and needs with parents and observe children playing, to plan a range of relevant activities and experiences. Parents of children learning English as an additional language receive information about the nursery and the Early Years Foundation Stage in their home language, to help them fully support their children's learning and development. Staff continue to observe children to ensure that available activities continue to be interesting and provide appropriate challenge. Consequently, children make good progress towards the early learning goals. Staff sensitively interact with children during their play to support and extend their learning. For example, as two children play with a pirate ship, trying to see how many pirates will fit inside the hold of the ship. A member of staff joins in with their play, suggesting they estimate how many pirates will fit. She counts the pirates for the children and gives them time to repeat the numbers, supporting their early mathematical development. The daily

routine gives all children time to follow their own interests and there are planned group times for all children. However, occasionally, the organisation of group times does not engage and challenge all children in their learning. This is because the groups are too large, which sometimes results in staff not being able to effectively respond to all children's ideas and questions.

Staff seek children's involvement in planning activities and experiences. For example, the pre-school children are asked what they want to learn as part of a topic on farms. Their ideas and questions are recorded and included in the planning. Younger children are observed to identify what their current interests are, to ensure that they continue to be excited to learn. Consequently, children are interested, active learners who are acquiring the skills they require for their next stages of learning, including school. The provider arranges for professionals to come into the nursery to teach the children certain skills. For example, a football coach works with the pre-school children. Children enjoy developing their ball skills and learn about how to cooperate to achieve a good outcome. Staff track children's progress from their starting points, through their observations and interactions. Each child has their own personal profile, which records their achievements during their time in the nursery. The profiles are available for parents at all times and are shared at parent meetings. Parents can see the range of activities their children enjoy and how they contribute to their progress over time. Children who speak English as an additional language are well supported by staff. There are displays of words in home languages and staff ask parents for key words, so that children can continue to hear and use their home languages in the nursery.

Parents are welcomed by all staff. They are greeted as they arrive with their children. They are kept up to date about what is happening through regular newsletters and the parent information boards located in the rooms. Staff share information about children's progress with parents, through regular meetings and emails. Parents are encouraged to share their children's learning from home, which means information about children's achievements is comprehensive. However, ideas to extend learning at home are sometimes not fully effective in helping parents to continue to support their children's progress. Parents are occasionally not informed in a timely way about how they can further support their children's learning and development; meaning opportunities to build on the current learning at nursery are missed.

The contribution of the early years provision to the well-being of children

The nursery has a good key-person system to support all children. Every child has their own key person, who ensures their emotional well-being, through developing strong attachments. Any parents, who are interested in finding out about the nursery prior to their children starting, are invited to visit at any time. As a result, they can see, first hand, how the nursery operates from day to day. Children and parents become familiar with the nursery through planned induction visits. This supports children well, as they become familiar with the daily routine and activities, and builds partnerships between parents and the key person, from the beginning. As children move through the nursery, they become familiar with their new rooms. The key person takes them for a number of visits to help

them develop a sense of security as they meet new staff and children. Parents are invited to be involved in visits to the new rooms, which helps them to feel confident that their children are happy as they progress through the nursery.

Staff keep children safe through daily risk assessments and through ensuring that children are always well supervised. Children behave well and any minor conflicts are managed well by staff. Consequently, children feel safe in the nursery and this effectively supports their well-being. The children learn about how to keep themselves safe, for example, when they are playing energetic games outside. They are encouraged to consider how to use the space so they do not bump into each other and this helps them to consider possible risks as they are playing. Children of all ages learn to be independent, as they choose from a range of accessible resources, inside and outside. This helps them to be confident to try new activities, supporting them to be active and motivated learners. Children learn about healthy diets through the good range of snacks and meals provided by the nursery. All children have time outside everyday, where they can enjoy a range of exercise to promote their physical health and well-being.

The nursery works with a number of local schools, as children prepare to move on. Staff gain information from parents about the feeder schools, so they can contact them to share information. The children make visits to the schools with their key person, and these visits are used by staff to share valuable information. The key person completes a developmental overview of children, so the teachers know children's starting points and are well prepared to meet their needs straight away. When children attend other settings, their key person shares information on children's next steps. As a result, partner settings can further enhance the learning taking place in the nursery and children enjoy continuity.

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

The provider ensures children and staff are kept safe through the implementation of a range of regularly reviewed policies and procedures, that promote their health and well-being. Staff are all trained in safeguarding and know how to protect children effectively. They know what to do if they have any concerns about a child's welfare and safety, and how to report an allegation against a member of staff. The provider ensures that new members of staff are suitable by following safe recruitment guidance procedures and obtaining relevant checks. An induction process for all new staff ensures they understand their roles and responsibilities. Staff have regular supervisions to discuss children and identify any training needs to support their professional development. The provider identifies which children are making good progress and where there are gaps in children's learning and development through completing frequent, developmental overviews across the nursery. This enables her to identify that most children are working at developmentally appropriate stages and to plan appropriate interventions, when needed.

The provider has addressed the recommendations from her last inspection. She continues to evaluate the effectiveness of the nursery in meeting the needs of all children. She shares her evaluations with parents and asks for their contributions, so they know that

their views are valued and included. The provider uses audits to identify improvements in practice and provision. Staff take responsibility for leading defined improvements in their rooms, which results in them continuously striving to improve their own practice. These audits and improvements are frequently reviewed so that children's changing interests and needs are observed and their needs are met effectively.

Staff have formed effective partnerships with parents. Parents spoken to on the day of the inspection said that their children are keen to attend and they value the friendly approach taken by the staff. They say that staff keep them well informed of their children's experiences and progress. The nursery staff have established partnerships with other settings and regularly attend network meetings, where there are opportunities to share good practice and discuss any changes to requirements of the Early Years Foundation Stage. Staff attend training events at local children's centres to enhance their knowledge of children's learning and development. The nursery receives good support from the local authority to support continuous improvements. These partnerships help to ensure that the nursery continues to meet the needs of all children and their families.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY391131
Local authority	Kingston upon Hull
Inspection number	859322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	102
Name of provider	Little Einsteins Childcare Centre Ltd
Date of previous inspection	24/09/2009
Telephone number	01482 803934

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

