



## Inspection Report

**Little Einsteins Academy Limited**

**Britannia Enterprise Centre  
Britannia  
Pengam  
Blackwood  
NP12 3SP**



**Date Inspection Completed**

**21/06/2023**

## About Little Einsteins Academy Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Einsteins Academy Limited
Registered places	49
Language of the service	English
Previous Care Inspectorate Wales inspection	11 November 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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## **Summary**

This was a focused inspection. On this occasion we have not considered care and development, the environment, and leadership and management in detail. These themes will be considered in full at the next inspection.

Children make lots of choices and show real enjoyment in their play and learning which is predominantly child led. Most children develop good relationships with their peers and are learning social skills such as sharing and turn taking.

Practitioners are warm and nurturing with the children. They understand and implement most of the nursery's policies to keep children safe and healthy. They manage children's behaviour in a sensitive manner. They plan a good range of activities for children and enable learning to be child led.

The environment is spacious and has a good range of resources to engage children in play.

Leaders have a clear understanding of their responsibilities and support practitioners to develop their skills. They monitor and oversee that procedures are implemented and that most daily records, such as accident and incident forms, are completed and monitored. They have identified where communication needs to improve between practitioners, and between practitioners and parents, and have developed systems so that children's information is shared effectively.

## Well-being

Children are comfortable to make choices about how they play, and most resources are easy for children to access independently. They are confident to speak and express themselves and to communicate their needs. They approach practitioners to chat, to ask for assistance or invite them to play. Most of their requests are accommodated. For example, one child said they did not want the pasta for lunch, and had ham sandwiches instead, which they ate very contentedly. Children's likes and dislikes are considered when planning activities and when toddlers ask to play outside this is immediately accommodated.

Children are learning how to interact with kindness and consideration towards their friends. They are learning to take turns and share during games, and we saw lovely examples of children playing with dolls together and cooking together in the home corner. Older children interact well with one another and develop friendships, telling us with real pleasure who their friends are and that later they are going to the park to play. Children develop a sense of belonging as their work is displayed and celebrated. Children show pleasure when practitioners praise them for their efforts during a colouring activity. Children proudly proclaim '*I can do it!*' as they carry their lunch to their table.

Children are free to explore and spend time on activities that interest them. Children confidently show us their baby dolls, make pretend food for the practitioners and count as they build towers with building blocks. Outside toddlers love playing with the scooters and footballs. Older children take interest in colouring and attempt to write individual letters of their name. Children clearly enjoy the play opportunities available to them, both inside their base rooms and outside.

Children have suitable opportunities to gain independence in line with their age and stage of development. They hang their own coat and bag on their individual pegs and wash their hands. Pre-school children eat their lunch very well, serving themselves and then clearing plates away. A child showed us the self-registration system and was delighted when they found and recognised themselves in their registration photograph. Toddlers were served by practitioners but loved it when they had the opportunity to use tongs to pick up their fruit snack and crumpets and serve themselves.

## Care and Development

As this was a focused inspection, we have not considered this theme, in full.

Practitioners understand and implement most of the service's policies and procedures well. We saw a practitioner undertake suitable checks before allowing children outside to play. Practitioners complete registers to accurately reflect the children they are caring for and identify practitioners in the building. These registers show that correct ratios are maintained. Practitioners and managers discussed with us the completion of daily records, such as accident forms. They explained that whilst they had tried to adopt an electronic system this had been a hindrance to clear lines of communication. Therefore, they had returned to paper records. We saw some of these records which contained good levels of information but noted that some actions had not been recorded thoroughly. We also identified that when children move from one base room to another for short intervals during the day, some information is not effectively relayed between practitioners, and this could impact upon children's well-being and information being given to parents.

Practitioners are kind and patient in their interactions with children. They promote good manners and ensure children learn good hygiene routines such as washing their hands. They encourage children to be kind and inclusive in their play. They support children who are unsettled, notice when children look sad and are considerate of their feelings, asking if children are ok. They implement positive behaviour strategies, such as stickers for good tidying and praise children when they make good efforts saying, "*Fantastic*" and "*Well done!*"

Practitioners plan around children's likes and dislikes and are beginning to embed the new curriculum in their approaches to maximise children's play and learning opportunities. We saw practitioners getting down to children's eye level and engaging in their play, following the children's lead. One child really loved building towers and their enthusiasm was noticed by practitioners who enabled other children to join in the activity. Practitioners encourage the use of incidental Welsh and ensure children have opportunities to play outside in the fresh air and get good physical exercise. Children with any emerging additional needs are identified and practitioners value input from outside health professionals.



## **Leadership and Management**

As this was a focused inspection, we have not considered this theme, in full.

Leadership and management of the service is effective with good communication between the Responsible Individual (RI) and person in charge (PIC). The PIC explained that since the last inspection the nursery has become a Flying Start provision and also offers funded early education placements. This has led to increased training around observations, assessment and setting up the environment to provide rich play and learning opportunities for children.

Leaders have systems in place to consult with parents and plan for improvements. They have a clear vision for the service and talked to us about future goals. They also identify weaknesses and how these could be improved. They listen to outside agencies' ideas to improve the service and act upon advice.





### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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