

Artemis Nursery

Inspection report for early years provision

Unique reference number EY355103
Inspection date 28/10/2008
Inspector Stacey Sangster

Setting address 29 Chapel Park Road, St. Leonards-on-Sea, East Sussex,
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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Artemis Nursery is privately run and opened in 2007. It operates from the ground floor of a large converted house in St Leonards On Sea. There is level access to the property. The setting is registered on the Early Years Register. A maximum of 30 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. Currently there are 71 children on roll. All children share access to an enclosed outdoor play area. The nursery is staffed by the manager, eight child care staff and three domestic and admin support staff. All but one of the childcare staff hold appropriate early years qualifications. The one unqualified member is studying to gain the Early Years Professional Status Qualification.

Overall effectiveness of the early years provision

The care that children receive in this setting is exceptional, they are nurtured and supported to become happy, inquisitive, independent individuals in a safe, warm and caring environment. Staff are extremely skilled at recognising the uniqueness of each child, they respect children's individual learning styles and provide a wide range of activities in an exciting environment. Staff understand that children are motivated differently and use resources inventively to capture children's imaginations and promote a love of learning. Partnership with parents is excellent. Parents are included in many of the decision-making processes that shape the nursery and the service it offers. Staff and management are committed to on-going improvement and the systems in place to monitor, evaluate and extend the already excellent service on offer, provides confidence that a consistently high quality child care service is assured.

What steps need to be taken to improve provision further?

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

- extending the opportunities for children to explore the local community.

The leadership and management of the early years provision

The leadership within the setting is exemplary. This impacts on all areas of the provision, from the staff's obvious enjoyment of their work, to the high quality systems and procedures to continually monitor and improve both the experiences for the children and the delivery of the Early Years Foundation Stage Framework (EYFS).

Practices, systems and routines to safeguard children are well established with staff having a clear knowledge of their role and responsibility with regard to child protection. Children receive gentle reminders of how to behave and use equipment

to ensure their own and their friends safety when playing and moving around the setting.

Staff are dynamic, dedicated, highly skilled and well qualified. They work well together and are recognised by the management for their individual talents, ensuring that children receive support in different areas from the most appropriate and skilled member of staff. Management encourage staff to develop a sense of shared ownership in relation to the success of the nursery. This promotes a culture where staff continually and enthusiastically put forward ideas and suggestions for further improvement. This results in an atmosphere full of enthusiasm and purpose, with excellent opportunities for children to develop in all six areas of learning.

Parents are encouraged to become involved, not only in supporting their child's progress through the EYFS, but in other areas of the nursery. Weekend workshops have been offered to introduce the parents to the EYFS and the many ways they can support their children's learning through play. Parents offer suggestions for improving the service which result in relevant changes, such as to the opening times and methods of sharing information. Parents and children are consulted about menus and relevant changes are made in accordance with feedback received.

The setting are enormously proactive and work hard to keep their practices at the forefront of government strategies. In the run up to the implementation of the EYFS they spent months working together, following government and local authority guidance to devise, develop and implement an extremely effective system for assessing and planning. This is now used to monitor and plan for each individual child. The system allows staff, in consultation with parents and the child, to identify where children are in their learning. It incorporates a system for recording observations of children at play, in order identify the next steps in their development and to plan effective challenges.

Parents are provided with details of what the setting have identified as the skills their child will be working towards. They are provided with ideas to support this at home. The system has been professionally printed and is being shared with the local authority as an example to show other settings who may not yet have established their own systems.

Sharing the skills of the management and staff with the parents, other child care providers and wider community is a key feature of the inclusive nature of this setting. They have, for example, run baby massage, healthy eating and introduction to the EYFS workshops and opened this to the friends and family of the parents. Neighbours, other providers and members of the local community are welcome to attend their open days. Through attendance at local childcare cluster meetings, they share examples of their good practice with other child care providers to enhance the care and welfare of all children, not just those they directly care for.

The quality and standards of the early years provision

Staff are passionate about ensuring that the children in their care are happy and have exciting opportunities to develop their skills, knowledge and enjoyment of learning. They get to know the children well and develop close and supportive relationships with them. This not only helps the children to settle, but also to feel special.

Children's individual needs, personalities and idiosyncrasies are well known to staff and they ensure that children receive care that respects and acknowledges these. All children appear very relaxed and happy in the setting, they know the routines well, trust the staff and are comforted by the knowledge that the adults in the setting are there to look after them. This is illustrated by the children's conversations overheard at the inspection. One child commented to the inspector, when another child became tearful "don't worry, he's a bit tired - they will give him a lovely cuddle and make him feel all better". Another, listening to a friend spontaneously breaking into a chorus of 'She'll be coming round the mountain' said, "Do you know why he is singing? Its because he is just so, so happy here!"

Children learn how to keep themselves healthy through topics, discussions and engaging in practical experiences. They develop useful life skills which will support them as they get older, from being able to dress themselves, to learning about how to resolve conflicts and take turns. Children's behaviour is excellent, they understand the high expectations of the staff and are supported with kindness and explanations, pitched in child-friendly terms on the rare occasions that staff need to intervene.

Staff are inspired by discussions with the children and encourage them to come up with ideas to solve problems or identify how they might find answers. They use the interests of the individual child to motivate them to join in and take part. The records of children's achievements and clearly identified next steps, are integrated seamlessly into the planned activities; staff identify how to incorporate opportunities to extend the areas identified, through the choices of play equipment the children have selected. This allows children to self-select from the wide range of resources available and for staff to interact in a way that gently guides children into using the equipment, in ways which extend their thinking and build on their skills. The setting are considering ways in which to explore the community and extend the children's experiences with visits outside the setting, but to date have not done so.

The environment is organised to meet the needs of the different age groups. Babies are cared for in a bright sunny room with very low level storage which enables even the youngest to indicate their choice or self-select resources. They receive high levels of adult attention when appropriate, for example, when eating or needing a cuddle and during adult-led play such as finger rhymes, singing, puppet play and looking at books. Staff also understand the need for some children to have a quieter or less interactive time, for example when waking up or exploring independently.

Children of all ages enjoy the garden, with older children accessing it freely and

younger children making regular supervised visits. Siblings, comprising of babies and older children, are able to wander through whenever they want to, to see each other. Contact is encouraged and supported.

The garden is very much an outdoor classroom, full of interesting activities as well as more physical apparatus. Children are encouraged to independently choose where they want to play as staff are able to confidently support children to extend all six areas of learning whether they are inside or out. Wherever children choose, they all delight in participating in fun purposeful and active play.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

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.