

Artemis Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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*.

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Description of the setting

Artemis Nursery Calvert Road is one of two settings owned by the same provider. The nursery operates from a self-contained premises in a residential part of Hastings. There are three group rooms across three floors and a fully enclosed outdoor play area. There is also a treatment area with a jacuzzi available to support babies and children with additional needs.

The nursery is registered on the Early Years Register and may accept a maximum of 41 children at any one time, of who nine may be under two. There are currently 66 children on roll of whom 33 are under two years. Children attend a mix of sessions throughout the week.

There are ten staff employed to work at the nursery including the manager and deputy who work across both settings, in addition there are seven nursery practitioners and a cook. Of the nine childcare staff six hold relevant child care qualifications.

The setting receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the inspiring and inclusive nursery environment. They are happy, confident and make excellent progress in all areas of their development. Their individual care and learning needs are exceptionally well recognised and addressed as a result of highly effective team working and robust systems and processes. In addition, the very positive relationships maintained with other professionals supports the provision of coordinated and consistent care. An outstanding focus is placed on promoting their safety and a strong commitment to ongoing self-evaluation and continual improvement ensure that practices are constantly adapted to meet the evolving needs of the children and their families.

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 resources available to promote physical play to offer a greater level of challenge to the more active and coordinated children.

The effectiveness of leadership and management of the early years provision

Extremely robust procedures are in place to ensure that children are protected both within the nursery and on outings. The manager takes lead responsibility for coordinating the investigation and monitoring of child protection concerns. She has attended advanced training in order to identify the potential signs and symptoms of abuse and the appropriate procedures to follow. She uses a range of strategies to ensure that all staff are fully aware of the child protection procedure, and all other procedures, including the use of 'pop quizzes' during team meetings. These are used in a positive way to identify any gaps in their knowledge and to ensure consistency across the team. Risk assessments are undertaken on the premises and the required written records for activities and outings are maintained. These are constantly reviewed and adapted to reflect the differing needs of children and in response to any accidents which occur. Rigorous checks are undertaken on staff, and the manager promotes a culture of openness and transparency in which staff are encouraged to raise any concerns promptly.

Exceptionally strong leadership and management result in a highly efficient service. This is underpinned by a range of clear and well thought out policies and procedures. The manager very successfully inspires her staff team and has an impressive commitment to promoting their professional development by offering very regular training opportunities. She fully recognises the benefits to children, and their families, of interacting with happy, motivated and highly trained adults. Great care and attention is given to identifying children's very individual needs through the use of observations and regular information sharing with parents and carers. Records are maintained which enable staff to easily monitor children's rate of progress and this ensures that any gaps in their achievement, or across the group as a whole, can be easily identified and addressed. The management team regularly reviews these records to ensure consistency across the nursery. In addition, regular self-evaluation, incorporating the views of all staff, the children and their parents and carers ensures that areas for improvement are quickly identified.

Children play and learn in a bright, friendly and attractively presented environment. They have easy access to a good range of toys and equipment. As the group has only been open for a few months, the manager is still developing the resources, particular those to promote physical play. Whilst all children make very good use of the outdoor area, older children do not yet have use of equipment which offers any significant physical challenge. This is an area that has been prioritised for improvement.

A clear and detailed written policy outlines the nursery's commitment to providing an inclusive environment in which children's individual care and learning needs are respected. Staff observe children in their play, noting the choices they make and the areas they use in order to ensure that they all have equal access. Excellent arrangements are in place to support children with special educational needs and/or disabilities and the management team are very experienced at working with health specialists and families to provide care and learning experiences, as well as

advice and support which helps children to achieve their potential. There are a range of strategies in place to support children with speech and language difficulties, as well as those for whom English is an additional language. These include the provision of picture symbols which can be used by children or staff to aid communication. Children also have access to toys and resources which have been carefully selected to ensure that they promote positive images of people from throughout the community and do not reinforce stereotyping. They also take part in activities which support them to learn about a range of different cultures, religions and lifestyles.

The role of parents and carers as the primary figures in children's lives is respected and a variety of strategies are used to promote positive relationships and good communication. Parents and carers receive a very warm welcome as they arrive at the nursery and information is shared about their child's day and anything else of significance. They also make good use of the encouragement they receive to share observations from home which are then used to support the planning of their child's future goals. Parents and carers have access to the full range of written policies and procedures and in addition, notice boards, photographic displays and newsletters are used to ensure that they are well informed about the day to day life of the nursery. Similarly impressive arrangements are in place to work with other professionals including social service staff, local authority advisors and other early years practitioners.

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

Wonderfully sociable snack and meal times offer lovely opportunities to discuss different foods and to generally promote healthy eating. The lunches prepared on site by the nursery cook are nutritious, well balanced and, most importantly, extremely popular with the children. Drinks are constantly available and children learn about the importance of drinking more water in hot weather. In addition, a particularly green fingered member of staff works with the children to grow a selection of vegetables including potatoes, beetroot and rhubarb.

The environment is extremely clean and all surfaces and equipment are disinfected regularly, particular in the room used by the under twos. Appropriate nappy changing procedures are in place and older children are becoming extremely independent in their self-care, routinely washing their hands before eating and after using the toilet.

Children have a thoroughly enjoyable time playing with their friends and the staff at the nursery. Laughter can be heard throughout the building as well as lots of completely charming, often slightly random, conversations. Children use language very expressively to share stories, for example to talk about their love of camping, to ask questions and to express their opinions. Children are exceptionally well supported to develop the confidence to make choices and decisions without fear of failure. The warm, encouraging interaction of staff helps them to develop the security they need to try, make mistakes and try again. They enjoy a very broad

range of activities and experiences aimed at promoting all areas of their development. The provision for children's creative development is particularly inspiring with a fully stocked art trolley which children access independently to produce very individual and expressive art work. Children are also making fantastically good progress in their knowledge and understanding of the world. In addition to their new found enthusiasm for gardening, they show a great interest in the natural world, using magnifying glasses to look at bugs and mini-beasts. They use their developing knowledge to confidently explain that snails are 'asleep' when in their shells and then to excitedly watch as they 'wake up' and begin to move. Younger children enjoy an equally broad range of activities and their very individual care routines, for example their sleep patterns, are fully understood and respected.

Children demonstrate a strong sense of security within the nursery and, despite the short time that most have been attending; they are developing trusting relationships with the staff. They instantly recognise an unfamiliar adult on the premises but are quickly reassured by their trusted carers. Children as young as two can be heard reminding others to be careful near the heavy fire door in case it swings back onto them. They also understand the importance of wearing lotion to protect against the sun and appropriate clothing in cold weather.

Children are polite, friendly and display beautiful manners. They spontaneously help staff in domestic tasks, for example wiping the plastic table cloth down after lunch and getting a broom in order to sweep up sand which has escaped from the sand tray. Staff actively promote a range of skills in order to ensure that children are given the best possible preparation for the future. These include guidance on how to interact positively with others and to resolve conflict, as well as more practical skills such as using ICT equipment including computers and cameras.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

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

Outcomes for children in the Early Years Foundation Stage	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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