

# Neptune Nursery

Inspection report for early years provision

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**Inspection date** 26/03/2012  
**Inspector** Susan Ennis

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**Type of setting** Childcare - Non-Domestic

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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**

Neptune Nursery registered in 2003 and operates from purpose built premises near Tilbury Civic Square in Tilbury near Thurrock. The nursery serves the local area and builds strong links with the schools in the area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 37 children at any one time. The nursery provides funded early years education. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of child care staff. Of these, 12 hold appropriate early years qualifications. The nursery receives support from the local Early Years Development Team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the whole nursery team enables them to offer an outstanding level of care and education. Children clearly thrive and make excellent progress across all areas of the Early Years Foundation Stage. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all are well integrated and achieving their potential. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Strong leadership and robust self-evaluation systems ensure that plans for the future are well targeted and that improvements continue to be made.

## **What steps need to be taken to improve provision further?**

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

- enhancing the use of information gained to further demonstrate how children's next steps of progress are achieved.

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

The nursery demonstrates a consistently high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the staff ensure that children's welfare is prioritised. All staff attend training in child protection and are fully aware of the contact numbers for reporting concerns

should they occur. Extensive recruitment and vetting procedures, including the induction of new staff, ensure that staff are suitable to work with the children. A rolling program of training builds on their childcare knowledge. Children's well-being is meticulously enhanced by the exceptional organisation of the nursery and the comprehensive policies and procedures in place including those with regard to risk assessments and fire practices. Evacuation bags are located near the main entrance and the nursery has made arrangements for a nearby facility to be used as a meeting point in the event of the children having to be out of the nursery for a long period of time.

The nursery provides a highly vibrant, stimulating environment which is consistently conducive to children's learning. Exceptional use is made of the outside play area covering a full range of inspiring and exciting experiences for all the children. For example, they enhance their creative skills as they participate in a cardboard box day. Staff provide a range of boxes, blankets, pillows, dolls, prams, mark making and role play resources and encourage the children to use them in which ever way they desire. The nursery also makes active use of the local community. Children become animated as they visit the man-made beach and feel the sand between their toes. They are also thrilled when they get to sit on the top floor of the bus taking them on the excursion.

The nursery consistently and actively promotes equality and diversity and tackles unfair discrimination. All children receive a passionate and committed level of support and stimulation to help them progress and reach their potential. The nursery's dedication to building trusting and professional relationships with parents ensures that children are consistently cared for. They are exceptionally well informed about all aspects of their children's achievement, well-being and development and are fully included in the process. They can see their children's profile books at any time and are invited to attend regular parent's evenings to discuss and contribute to their progress in more detail. The nursery encourages parents and carers to become actively involved in their children's learning. For example, the nursery invites them to share a breakfast with their children and staff and children set the tables and provide drinks and muffins as refreshments. This has had such a positive affect that some parents state that they are now going to try to sit at the table with their children more regularly at home. Parents are encouraged to have a very open relationship with the manager and staff team who make themselves readily available to talk to them at all times. The nursery is highly committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's learning and welfare.

All staff at the nursery have very high aspirations for the quality and care the setting provides. Their infectious enthusiasm and genuine aim to provide consistently high standards of care means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the nursery does well and what it needs to improve on. As a result actions taken have an outstanding impact in bringing about sustained improvement to the early years provision.

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

Children make excellent progress in all areas of learning because staff use their expert knowledge of the Early Years Foundation Stage to extend their learning and development. The exceptional organisation of the education program ensures that children receive rich, varied and imaginative experiences that meet their needs exceedingly well. Thorough settling in procedures and initial assessments ensure that staff are aware of children's interests and capabilities. Comprehensive observations and assessments then enable the staff to build on what the children know and plan for their continued development. However, more details about when the children's next steps are achieved would enhance this process further.

The exceptional range of child-initiated and adult-led activities ensure that children's interests and knowledge are continually extended. Staff know the children extremely well and are highly motivated in meeting the individual needs of all the children. For example, they encourage children's language skills as they introduce a sensory box. Children close their eyes and remove an item from the box. They then use their developing knowledge to describe their item to the group. They confidently explain that a bottle of bubbles must only be used outside and enjoy counting how many times they can each bounce a ball chosen by some one else. Their knowledge and understanding is stimulated as they make a winter display for the wall and experiment with ice as it melts revealing the animals frozen inside. Younger children enjoy playing the musical instruments and using their creative skills to make their first marks on paper.

Children enjoy their time at the setting and show high levels of independence, curiosity, imagination and concentration. They forge friendships with the staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the expectations in place. The nursery teddy is used to reinforce boundaries and is very observant about seeing, for example, who is sitting correctly on their chair and who should be praised for their 'excellent manners.' Staff actively help the children learn about the society in which they live and the wider world. Celebrations of festivals are built into the planning and resources such as musical instruments, books and play figures help them develop further their understanding of different ways of life.

Children's health and welfare are extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they know to wash their hands before snack. They are learning where food comes from as they are starting to grow vegetables in their newly formed nursery garden and participate in cooking activities. Children become very aware of their own physical needs as they, for example, learn the rules about sun hats reminding each other 'You need your hat because it's so hot'. Children are made extremely aware of their own safety and that of their friends. They know to sweep up sand spilt on the floor and that only four people at a time can play in certain areas. Walks within

the area increase their understanding of road awareness as do visits from the local police service.

## 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

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

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

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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