

Atelier Nursery

Dover Place, Bath, BA1 6DX

Inspection date

Previous inspection date

14/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The key family system works remarkably well. This means children feel safe, settled and secure with the warmth and empathy staff offer through this very supportive arrangement.
- Communications with staff and children are exemplary. Children receive every opportunity to express themselves; there is a real sense of their voices being heard and valued.
- Learning opportunities throughout the different rooms are provided in abundance and children are supported with genuine interest. This enables all children to thrive in this outstanding learning environment.
- Children's individual needs are met to a high standard. Their care and learning is enhanced by dedicated and skilful staff, excellent partnerships with parents and good links with other settings children also attend.
- Managers and staff demonstrate a commitment and drive to secure continuous and sustainable improvement. The quality of teaching is high and leadership is inspirational.
- Practitioners have very high expectations of children and themselves. They use this positive attitude to provide rich, varied, challenging and imaginative experiences for all children.
- Partnerships with parents are exceptional and strategies to engage parents in the learning at the setting and at home are limitless.
- Resources offer children the chance to learn in every area of the Early Years Foundation Stage; the planning system is comprehensive and staff work collaboratively to ensure

activities are successfully linked to fully promote all aspects of children's learning.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children inside and outside.
- The inspector interviewed the manager and discussed the provision.
- The inspector spoke to parents about the provision.
- The inspector sampled policies, risk assessments and children's files.
- The inspector discussed the provision with staff at appropriate times during the inspection.

Inspector

Shirelle Norris

Full report

Information about the setting

Atelier Nursery is a privately owned nursery. It opened in 2013 and operates from a converted school. Children use five rooms and two secure enclosed outdoor play areas, which are accessed down a flight of steps. The nursery also has two offices, a parents room and staff facilities. It is situated in the centre of Bath. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 81 children on roll, who are mostly in the early years age range. There are 11 members of staff; of these, two staff have achieved Early Years Professional Status, one has Qualified Teacher Status, one has a Foundation Degree and all other staff hold a level 3 early years qualification.

What the setting needs to do to improve further

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

- enhance children's learning opportunities outside to expand their literacy skills; for example, by providing a range of books outdoors for children to refer to and extend or complement their enquiring minds.

Inspection judgements

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

Children make excellent progress across all the areas of learning in the Early Years Foundation Stage. Staff are inspirational in their response to children's developmental needs. Plans are meticulously developed by all staff who work extremely hard to make sure children are engaged and learning. Staff teach children to be curious and think creatively and there are extensive planned activities that help to make the learning limitless. For example, staff provide a learning experience for children with snails crawling around on a table with wood, moss and magnifying glasses. This inspires children to learn about the natural world. Staff pose skilful, well thought out questions that extend children's learning and leave children excited and in awe. The staff take opportunities to promote rich dialogue with children as they explore. They make a concerted effort to involve the children, extend communication skills and enrich children's vocabulary throughout their interactions. Staff ask children questions like 'why do you think the snail hides under the radiator?' to which children answer with enthusiasm, 'to keep warm'.

Staff provide children with a tank and tadpoles indoors. They draw children's attention to watch the tadpoles' movements and talk about what these will become. Together, they discuss the life cycle of a frog, with helpful prompts from staff; this gives the children an

understanding of nature and the world around them. Staff set up purposeful activities in the rooms in response to staff observations of children's interest. For example, in the discovery room children can play in the sand in a 'beach' set up. The quality of teaching is outstanding and staff are quick to capture learning opportunities in each of the five rooms, which are set up to meet all the areas of learning. Staff value children's curiosity and intrigue; they celebrate the ways in which children question their learning. In the technology room there is an abundance of construction materials and children build rockets and look at books to check their designs. Staff pursue and extend the children's thoughts with talk of how high skyscrapers are. The baby room is an intelligent stimulating environment and includes a variety of sensory experiences that babies safely access. Babies crawl around and staff talk to them sensitively. They promote the babies' development physically, emotionally and enhance their language skills. The studio/creative room is stimulating and captivating. It promotes children's independent use of a broad range of creative resources.

Staff teach children to express themselves creatively from a young age; there is an emphasis to learn about artists and appreciate their work. Staff act as good role models to children and immerse themselves in stories and children's play. For instance, during a spontaneous music session when a staff member plays the piano, children are stimulated and their attention is captured. Children and staff sing together, as their participation becomes infectious. Staff take children into the city to access the attractions; they go shopping and take part in educational trips that enthuse their learning. The free flow arrangements at the setting mean that children of all ages are encouraged to access everything that is on offer. Staff work exhaustively to ensure that this arrangement works well and that every child has the support they need.

Observation and assessment of the children is exemplary. Staff use 'Every child a talker' forms to analyse children's communication development and all children show clear progress in their language development. All staff have a resounding knowledge of where children are in their individual learning and development. This means that plans staff make for children's individual learning are intelligent and sharp. Children make excellent progress and parents regularly share in this by means of communication books, parents' evenings and informal discussions with their child's key people. Staff complete the progress check for two-year-old children and share their findings readily with the children's parents. This helps to identify the children's strengths and any areas where the child's progress is less than expected. Highly positive relationships with external agencies enables staff to support any child needing additional help with appropriate strategies and interventions.

Parents talk enthusiastically about the key family systems and praise the support they receive from the 'dedicated' staff. A wealth of information shared with parents on a regular basis makes certain that parents play an integral part in continuing their child's learning at home. This demonstrates that continuity of care and education through consistent communication between parents and staff is paramount to the nursery's highly positive ethos.

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

When children arrive, the exchange between parents, children and key person is informative, personal and commendable. It is clear there are distinct affirmed relationships between them all. The key family systems help to make sure children come together in their familiar groups throughout the day. They eat together and have quality time to listen to stories and make secure attachments. This routine helps to make certain that children develop clear, secure relationships and these continue to grow with key people's nurturing support.

Children are independent in the way they access the learning in the extremely well resourced rooms, with staff promoting a free flow regime to encourage this effectively. Staff promote children's independence and all round development very well. Skilled staff use highly stimulating resources which enable them to teach and respond to children's opinions and creative thinking. Self-control and child-initiated learning leads the direction of children's play. Staff think ahead to ensure future learning reflects children's interests to enable them to reach their full potential. Staff teach children to manage supervised risks throughout the rooms and outside through the activities they set up. There is careful and sensitive supervision from staff that encourages variation and challenge. For example, outside children make a 'Bug Hotel'. They balance stones and tiles on a pallet and extend the building. Around the activity, staff teach and remind children to be safe. Staff give children constant praise for trial and effort and this fosters the children's hard work. Children are delighted with the results and the responses they receive from staff. The well-resourced outdoor area offers children physical challenges, for example, the chance to climb and jump. Staff ensure pens and clipboards are placed around the outdoor area for children to make marks and extend their early writing skills. Although there is an abundance of fiction and non-fiction books freely available indoors, children are not currently using books outside to help them expand their exploration and learning experiences. Children's behaviour is commendable and this is because staff are consistent in their reinforcement and continuity. They use effective behaviour management strategies, including gentle reminders of the children's boundaries to promote children's positive behaviour. Staff promote children's self-esteem and confidence very well, which means there is a continuity of care to support children to feel secure and build well balanced minds.

Staff promote children's good health and their understanding of healthy lifestyles very effectively through routines and everyday practice. Children access tissues easily and know when and why they need to wash their hands. Drinking water is always available to prevent children feeling thirsty. At snack time, children choose healthy options and staff supervise the independent activity. Children confidently spread jam on crackers and choose fruit to peel and cut; they also successfully pour water and milk to drink. Staff are fully aware of children's dietary requirements in each room and this works incredibly well, as all children are able to choose where they will eat their snack. Lists of allergies and photographs to identify children with specific requirements alert staff in each room so that they are all well informed. At lunchtimes, children serve their own healthy meals. For example, the nursery cook prepares homemade toad in the hole and mashed potato, with poached pears for pudding. Staff talk about healthy options and children choose how

much they will have to eat. The civilised lunch evokes a gentle, calm atmosphere and as a result, children eat unhurriedly and are relaxed.

Displays of cultural difference, traditions and customs celebrate diversity and help children to understand the world they live in. Staff support this fully and their knowledge of children's individual backgrounds helps to make certain that children make connections and feel valued. Regular visits into the locality help children to become more familiar with their surroundings and enable them to learn about communities to enhance their learning of similarities and differences.

Staff have an excellent knowledge and understanding about safeguarding and the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff teach children to keep themselves safe and staff know what to do if they suspect a child is at risk. Well-being plans devised for their individual needs give children and parents ultimate support. For instance, when children need extra help, all staff are aware of how best to provide this and to include the child's parents in the process. Staff complete risk assessments and children help with these as 'Room Champions'. They help staff to make sure that daily checks in each room supplement the overall procedures for safety. Staff deployment is extremely well organised; everyone knows their role and does it with precision.

The excellent key families systems are highly effective in forging strong relationships with parents and children. Because these fully embedded systems help to make significant bonds, this helps staff to organise and ensure children's move on to school is prepared for with sensitivity. The manager invites local school reception teachers in to the nursery to assist children in their move to school when it is appropriate.

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

The manager is motivational and leads the team with an inspirational knowledge and understanding of how children learn. She has a clear understanding of the nursery's responsibilities to meet the learning and development requirements. Well thought out strategies work successfully to continually strive for the optimum provision. Children make incredible progress in their learning. Displays, children's files and activity folders substantiate this. Staff readily take the time and effort to ensure children's events are celebrated and documented. For example, they create annotated photographs to diarise occasions, like children's trips to Bath Abbey and their recent open top bus tour of Bath. The layout of the setting and the innovatively designed rooms help to make sure children flourish and thrive. The manager has a positive attitude to ensure that all children's opportunities are plentiful so they achieve their potential. Every child is monitored and tracked to ensure their progress is recognised and on course towards attaining the early learning goals. Any gaps in children's learning and development receive efficient identification and monitoring from staff. This is arranged with key people and parents, as they work together to fully support the children's learning.

The manager successfully meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is proactive in making effective arrangements to protect the children from harm. All staff know and understand the indicators that would cause concern and have a clear understanding of the reporting procedures if they have a concern about a child in their care. Staff training is frequent and detailed and the manager uses innovative methods of updating staff knowledge and sharing good practice to help ensure all aspects of practice are exemplary. Each staff member has a detailed programme of continued professional development with a focused improvement plan. A comprehensive induction programme introduces staff to a motivational team with high expectations. The manager ensures that staff have support through appraisals and supervisions and these link with monitoring of their performance. The manager implements robust vetting and suitability checks and extends these rigorously to make sure that all staff are dedicated and fully committed to their role within the setting.

The initial self-evaluation process following the registration visit set out priorities for improvement. The manager and the staff team have completed their targets for these improvements quickly. Their drive and enthusiasm to sustain the awe inspiring standards already set are continuous and more plans are in place for future and ongoing improvements. Quality assurance schemes provide staff with the opportunity to collaborate and bring their ideas and observations together to analysis the setting. Teamwork is a significant element of the successful implementation of strategies that bring together the highly positive ethos of the setting.

Staff form exceptional relationships with external agencies to support identification of the specific needs of children. Because these connections are strong, early intervention and parental input helps to make sure that children's successful learning and development is paramount. Parents are overwhelmingly supportive of the manager and the staff team. They comment about the provision saying it is 'wonderful', 'fantastic', and 'incredibly stimulating'; they value the commitment of the staff team.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY468398
Local authority	Bath & NE Somerset
Inspection number	934611
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	61
Number of children on roll	81
Name of provider	Atelier Nursery LTD
Date of previous inspection	not applicable
Telephone number	01249448063

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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.

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