

Artemis St Leonards

29 Chapel Park Road, ST. Leonards-on-Sea, East Sussex TN37 6HR



Inspection date	23 July 2019
Previous inspection date	2 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager creates an inclusive setting and caters sensitively to the differing needs of the children cared for. Staff support children with special educational needs and/or disabilities very well. All children make good progress from their starting points.
- Parents talk positively about the nursery and are provided with opportunities to join in with nursery life. For instance, a parent helper ignites children's interests in stories by using their skills of character voices to bring stories alive.
- Children take part in a wide variety of exciting opportunities, such as trips to the local museum and beach. This builds on children's knowledge of the local community and provides children with new experiences.
- Staff support children's communication and language skills well through adopting a range of strong techniques. For instance, when children paint, staff support them to extend their language through modelling how to use simple sentences. However, staff do not use skilful questioning as effectively as they could to extend children's learning and offer challenge.
- Staff have an effective settling-in process which helps to support children's emotional well-being. For example, each child's key person makes a home visit before the child starts at the nursery. This enables strong relationships to be rapidly formed between the key person and the child.
- Children's behaviour is very good. Staff are consistent in their behaviour management strategies, for example they use egg timers to support children in understanding that they need to wait their turn.
- Staff create an inviting outdoor space for children. They provide a wide range of opportunities which help children to explore as well as engage in physical play.
- Although staff communicate regularly with parents, opportunities to regularly share children's learning are not so well established.

What the setting needs to do to improve further

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

- develop further ways to regularly share information with parents to keep them updated on their child's learning and development
- make better use of skilful questioning to extend children's learning to consistently offer challenge.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector considered the views of the parents.

Inspector

Adam Hawes

Inspection findings

Effectiveness of leadership and management is good

The new manager has a focus for improvement and is motivated to rapidly enhance the already good provision. The manager uses self-evaluation effectively. For instance, she is keen to develop a peer-on-peer observation system for staff to share good practice. Regular staff supervisions enable the manager to have an oversight of staff training needs. Recent training on outdoor learning has enhanced the staff ability to use the outdoor space in a more creative manner, further sparking the children's enjoyment of outdoor play. The manager establishes strong risk assessments and recruitment processes. Staff can identify possible signs of abuse and understand the procedures for reporting such concerns. Safeguarding is effective. Additional funding is used effectively to support good outcomes for children. For example, early years pupil premium funding supports children to build their confidence and understanding of how to self-evaluate risk during forest-school sessions.

Quality of teaching, learning and assessment is good

Stimulating activities are set up and planned for which support children's interests. Staff know their key children well. This is demonstrated when they regularly assess and monitor children's progress. They swiftly identify potential gaps in learning and offer support to help maintain children's good outcomes. Staff use positive praise to motivate children to have a go. For example, children persevere as they put the nappies on the baby dolls, having bathed them in the bath. Children show delight at their achievements, smiling and giggling as their efforts are recognised by staff. Children enjoy opportunities provided by staff to explore, hunting for insects in the garden, turning rocks and searching under flowers. This supports their knowledge of the world and mathematical skills as they identify what insects they have found and tick them off on a tally chart.

Personal development, behaviour and welfare are good

Children use good manners. The children cut up their own fruit at snack time and serve their own food at lunchtime, supporting independence. Staff support children effectively to manage their own feelings, share resources and negotiate. For example, children share the scoops, bottles and sieves as they cooperatively play in the water tray. Staff help children to learn about healthy foods during mealtimes. For example, they talk to children about why drinking milk strengthens their bones and why certain foods are not healthy for them. This helps to promote children's good health.

Outcomes for children are good

Children are happy, imaginative and confident learners. For instance, a child talks about how he is going to take his boat across the sea on an adventure. Children play well together and develop strong friendships. Staff prepare children well for future learning and their move on to school. Children have an eagerness to learn as they practise using a tripod grip to write their name.

Setting details

Unique reference number	EY355103
Local authority	East Sussex
Inspection number	10108655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	31
Number of children on roll	60
Name of registered person	Artemis Childcare Limited
Registered person unique reference number	RP526996
Date of previous inspection	2 June 2015
Telephone number	01424 461188

Artemis St Leonards registered in 2007. It is one of three nurseries in the Artemis chain and is located in St Leonards-on-Sea, East Sussex. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It provides funding for two-, three- and four-year-old children.

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