

Artemis Hastings

17 Calvert Road, HASTINGS, East Sussex TN34 3NG



Inspection date	29 August 2019
Previous inspection date	24 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 dedicated managers show a strong drive and commitment to providing high-quality nursery experiences for children.
- Staff work well together as a team and share their high expectations. They provide an inviting environment. For instance, children become quickly engaged with the interesting resources that are set up to provoke learning.
- Children make good progress during their time in the nursery and are well prepared for the next stage of their learning. Staff invite teachers from local primary schools into the nursery to visit the children and have focused circle times to talk about the school transition to help support the children starting school.
- Staff make accurate assessments of children's development and they plan interesting activities. However, staff do not consistently make the very best use of the information they collate in order to extend children's learning to the highest level when teaching.
- Children form strong relationships with their key person and all staff. They are happy and eager to learn, settling quickly into the daily routine.
- Parents speak of how the managers and staff are accommodating. For instance, a parent spoke passionately about how staff sensitively supported their child with medical needs, allowing them to make effective progress.
- Overall, teaching is good. Staff effectively use good narratives in play to engage children in their learning. They use guidance and demonstration throughout to support children's developing skills. However, staff do not always offer an appropriate level of challenge, particularly for older children.
- The knowledgeable special educational needs and/or disabilities coordinator (SENDCO) works well with parents and other professionals to identify and support children's individual needs.
- Staff effectively support children to do things for themselves. This supports children's independence. For instance, young children help to clean their highchair tray and older children use the dustpan and brush to sweep sand up off the floor.

What the setting needs to do to improve further

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

- seize all opportunities to extend children's learning, providing greater challenge, particularly for older children
- use assessment information of children more effectively when teaching in order to very precisely extend children's learning to the highest level.

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 managers and staff.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting, including children's learning journeys.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector considered the views of parents.

Inspector

Adam Hawes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role of protecting children and can identify possible signs of abuse. They are confident in the procedures to follow if they have concerns about the children in their care. The managers have effective systems in place for the recruitment of new staff, including a thorough induction process and regular supervisions to support staff's professional development. The managers are proactive in seeking training opportunities to update staff's skills. For instance, staff learnt about the importance of quality early interactions to support baby's communication and language skills. Managers share ideas and evaluate practice regularly. For example, they have been planning ways to develop the garden further to provide more opportunities for children to learn through physical play.

Quality of teaching, learning and assessment is good

Children are positive, motivated learners who enjoy sharing experiences with the staff. For example, children delight as they focus on creating a fire engine, using wet sand to fix the construction items together. Staff sensitively interact with children as they play. They listen to what they say and talk to children to encourage their communication and language development. For example, staff repeat back words for the youngest children and extend sentences for older children. Staff plan according to children's interests. For example, as older children paint, they relish in the sensory experience of tipping and mixing various ingredients as they show an interest in how to make volcanoes. Staff frequently integrate mathematics into play. For example, older children use tape measures, identifying numbers as they measure bricks.

Personal development, behaviour and welfare are good

Children have lots of opportunities to play outside in the fresh air to promote their health and develop good physical skills. For instance, children explore different ways of moving across the large balance stones, while staff support them to evaluate risk. Mealtimes are social occasions. Staff sit with the children and talk about the importance of being healthy. For example, children talk about how water is good for them and that fizzy drinks are bad for their teeth. Children are encouraged to serve their own food, pour drinks and wash their hands, building well on their self-care skills. Children develop an understanding of the wider world around them and they enjoy going on trips. For instance, children learn about road safety as they visit the local park. Staff encourage good behaviour. Children are polite, take turns and share.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their starting points. For instance, the managers use early years pupil premium funding to support the implementation of a forest-school provision. This supports children to understand boundaries and build their confidence. Children are curious learners who have positive attitudes. Younger children smile as they explore the classroom area, trying new ideas and making links in their learning. Older children develop good skills for future learning. For example, they enjoy using the paintbrushes with water to improve early writing skills.

Setting details

Unique reference number	EY409653
Local authority	East Sussex
Inspection number	10062828
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	41
Number of children on roll	75
Name of registered person	Artemis Childcare Limited
Registered person unique reference number	RP526996
Date of previous inspection	24 May 2016
Telephone number	01424426178

Artemis Nursery registered in 2010. It is one of three nurseries in the Artemis chain and is located in Hastings, East Sussex. The nursery employs 12 members of childcare staff. Of these, 11 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. The nursery provides funding for two-, three- and four-year-old children.

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