



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY232346

DfES Number: 546469

INSPECTION DETAILS

Inspection Date 13/01/2005
Inspector Name Christine Hands

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Mon-Ami Children's Day Nursery
Setting Address High Street
Swineshead
Boston
Lincs
PE20 3LH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Samantha-Jayne Lunnemann & Jarrod Britton
Address High Street
Swineshead
Boston
Lincolnshire
PE20 3LH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mon Ami Day Nursery opened in 2002. The nursery operates from a two storey building in the centre of the village of Swineshead. The nursery is organised into two activity rooms and a sleep room for babies, as well as rooms for toddlers, pre-school room and out of school care. The baby unit is self contained on the first floor. There is a small garden available which can be reached through the pre-school room. The garden is in two areas both of which have a safety surface. Children using the nursery come from the surrounding rural area. There is a small enclosed car park for parents and staff.

The nursery is registered to provide care for a maximum of 63 children between the ages of birth and 8 years of whom no more than 15 may be under the age of two years. Children up to the age of 11 years attend the out of school club. There are currently 117 children on roll which includes 34 funded children aged 3 years and 6 funded children aged 4 years. Children attend for a variety of sessions. At present there are two funded children who speak English as an additional language. There are no children attending who have identified special needs.

The nursery opens five days a week all year round with the exception of Christmas and bank holidays. It is open between the hours of 07.00 and 18.30.

Twenty three staff including the proprietor and cook work with the children, however only six of these work with the funded children. Nineteen staff have early years qualifications with the remaining staff working towards a qualification.

The nursery receives support from the curriculum advisor and is a member of the National Day Nursery Association.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mon Ami day nursery provides nursery education, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children well, supporting learning through their understanding of the needs of individual children. Both the indoor and outdoor areas are well organised, providing an interesting and comfortable learning environment. However, not all resources are used effectively to support children's learning in some areas.

Planned activities are well thought out and presented so that children are enthused and keen to take part, but it does not provide frequent opportunities for children to use addition and subtraction, calculating and problem solving. Staff record observations of children, clearly stating what they are able to achieve, however they fail to show how children are moving along the stepping stones nor do they fully inform future planning. Staff's knowledge of the early learning goals is very good and children are provided with learning opportunities through both set and spontaneous activities. Children's behaviour is very good and this is promoted by the use of positive reinforcement by the staff. The setting has systems in place to support children with special educational needs and those who speak English as an additional language..

The leadership and management is very good. The proprietor shows a commitment to improving the provision through a quality assurance scheme. The staff work directly with the children and are good role models. Staff work well as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.

The partnership with parents and carers is very good. They receive good written information about all aspects of the provision as well as opportunities to attend parent evenings.

What is being done well?

- The programme for personal, social and emotional development is very well promoted as is that for physical development, and children are making very good progress towards the early learning goals.
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.
- Staff work well as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and

language.

- Staff use excellent strategies to promote good behaviour and consideration for others.
- The partnership with parents and carers is very good. Information is exchanged on a daily basis and parents are actively encouraged to be involved in their children's learning. Open evenings are valued by both staff and parents.

What needs to be improved?

- the opportunities for children to use developing mathematical ideas to solve practical problems, to calculate and use simple addition and subtraction
- the opportunities provided for children gain an understanding of addition and subtraction and to solve practical problems
- assessment records to show how children are moving along the stepping stones and how they inform future planning
- the opportunities for children to freely access craft materials during the session.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to express their needs with confidence, showing care and concern for others. They relate well to each other and to adults, share and take turns. Children show good levels of concentration and involvement in activities, behaving well and developing good levels of self esteem. Children are gaining an understanding of both their own and differing cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Staff engage children in conversations and their thoughts and ideas are valued. Children are encouraged to recognise and write their own name as well as having opportunities for writing for a purpose during activities. Children respond enthusiastically and join in with songs and rhymes. They can access a stimulating reading area and use this both independently as well as in small groups.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count reliably to nine. They recall and use numbers in everyday situations. Children are beginning to use mathematical language well to compare shape, position and size. They can match colour and shape to create simple patterns. However, opportunities to use developing mathematical ideas to solve practical problems are limited as are opportunities to calculate and use simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a sense of place within their community and investigate and explore their natural environment developing their knowledge of why things happen and patterns of change. Children talk about their own families and past experiences in their own lives and are learning about differing cultures and beliefs. Children use resources to support learning and development through a variety of information, communication and technology equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical skills are developing through effective use of a wide range of small equipment and resources, and through regular access to large apparatus outside. Space is well utilised and children have developed good spatial awareness. They are developing an understanding that good practices with regard to eating and hygiene can lead to good health.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are given opportunities to explore colour, texture and shape through a variety of media during planned activity; but they are not able to freely access craft resources and create. They play collaboratively and imaginatively, engaging in the same theme. Children enjoy music and dance and participate with enjoyment in singing. They experiment with, and play a range of musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues:
- improve the opportunities for children to use developing mathematical ideas to solve practical problems, to calculate and use simple addition and subtraction
- improve assessment records to show how children are moving along the stepping stones and how this informs future planning
- introduce more opportunities for children to freely access craft resources and create independently.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.