



Mon-Ami Children's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY232346
Inspection date	12 July 2006
Inspector	Katherine Powell / Janice Broddle
Setting Address	High Street, Swineshead, Boston, Lincs, PE20 3LH
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 are two enclosed outdoor areas with a safety surface and children also have the use of a playing field to the rear of the building. 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 147 children on roll which includes 47 children who are in receipt of funding for nursery education. Children attend for a variety of sessions. There are children attending who speak English as an additional language and children who have identified learning difficulties and/or disabilities

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.

The nursery employs 18 staff to work with the children. Of these, 17 staff have completed early years qualifications with one is currently undertaking further training.

The nursery receives support from a curriculum advisor at the Local Education Authority and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment where staff's high standards of cleanliness help to promote children's good health. Mainly good hygiene practices are in place although the arrangements for sleeping children in the toddler room expose these children to possible risk of spread of infection. Children are generally well protected, supported by the nursery's clear policies regarding children who are unwell, administration of medication and exclusion periods for infectious diseases. Children gain a good understanding of personal hygiene through effective adult support and daily routines. They know to wash their hands after using the toilet and to wipe runny noses. Good systems for recording accidents and medication records, well-stocked first aid boxes and an adequate number of staff with first aid qualifications contribute to children's immediate safety and welfare.

Children are very well nourished. They have regular meals and freely access drinking water throughout the day. The nursery is working with Boston council towards a healthy eating award. The on-site cook prepares fresh, appetising, nutritious, home-cooked meals and snacks that include a wide variety of fresh fruits and vegetables. Meals take account of the individual needs of all children, specific dietary needs are met and babies' food is mixed to the required consistency.

Younger children regularly use the outdoor play area for fresh air and to practise their developing physical skills, and young babies enjoy walks in the local environment in their buggies. All children are able to access the neighbouring orchard. School age children particularly enjoy this area as they use it to play team games and organise nature trails. Pre-school children enjoy regular opportunities to engage in physical activities and have access to a wide range of indoor and outdoor play equipment to

support their whole body movements. For example, children confidently use the large outdoor equipment to develop their climbing and balancing skills. Children benefit from being able to choose outdoor activities throughout the day which ensures they get lots of fresh air. Children use a wide range of tools and equipment to promote their fine hands skills such as scissors, paint brushes, threading activities and construction toys. Children with physical difficulties are well supported by staff to enable them to access the full range of activities provided. Children are aware of the changes which occur to their bodies when they are active, for example feeling hot or thirsty. As a result, children are making good progress in all aspects of physical development and their skills are challenged appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a warm, welcoming and well-maintained environment. Children use good quality toys and equipment and there are sound systems in place to check that they remain safe for them to use. Children are cared for in groups according to their ability, this ensures that play materials are appropriate to children's levels of development. Storage is well designed which enables children to safely and independently access a range of toys.

Staff vigilantly supervise the children and this, along with well considered risk assessments, minimises the risk of accidents. Children learn to keep themselves safe through discussion and safe practices. For example, regular fire drills ensure that children can evacuate the building quickly in the event of an emergency, and staff remind them of safety rules such as not running or climbing indoors. Children are kept safe on outings due to clear procedures that are understood and effectively implemented by staff. They plan well to ensure that they can effectively supervise the children and respond appropriately in the event of an accident or emergency whilst outside of the building.

Children's welfare is effectively promoted because staff have a sound awareness of their responsibilities regarding child protection. They are fully familiar with the setting's clear policies and procedures which include relevant contact details. Good procedures and practices ensure that children are protected from adults who have not been vetted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, happy and enjoy their time at the nursery. School age children have fun and play co-operatively with one another. They benefit from being able to make their own decisions and freely select their games and activities. Staff meet the individual needs of younger children by enabling them to eat and sleep according to their own routines. They are kind and caring, demonstrating genuine care and appropriate affection towards them. Children enjoy sensory experiences by playing with different materials including natural resources and foods. The youngest

children develop early communication skills as staff warmly interact with them during bottle times, at meal times and during play. Toddlers have good relationships with staff. They exude confidence within their room, clearly stating their needs and wishes and enthusiastically participating in large group activities. They are beginning to develop their independence by being able to select their own resources during free play periods although the organisation of activities for these children provides only limited opportunities for them to do this. Children benefit from the good levels of support from staff, who readily and enthusiastically join in children's play and learning. Staff are beginning to use the 'Birth to three matters' framework to plan a good range of age appropriate activities for the younger children. These plans are currently in the early stages of development and do not yet link with assessments to plan the next steps for children's play, learning and development.

Nursery Education

The quality of teaching and learning is good. Staff have a solid understanding of the Foundation Stage curriculum and how children learn. As a result, children take part in a range of stimulating and relevant activities that help them make good progress towards all the early learning goals. Regular observations and on-going assessment enable staff to identify the next steps in children's learning and ensure children are sufficiently challenged. All areas of the curriculum are carefully woven into planned topics and the balance between adult-led and child-initiated activities ensures children have enough time to consolidate their learning in their own way and at their own pace. Planning systems are generally effective, however, some focussed learning is not sufficiently planned to ensure intended outcomes for children's learning are achieved. Consequently, children do not always gain the most from the learning opportunities. Children have free access to a wide variety of play resources both indoors and outdoors which engage their interest and help to extend their experiences.

Children quickly become absorbed in activities and approach staff confidently for help. They have formed good relationships with each other and staff and learn to play co-operatively during group activities. Many persevere for a considerable time on activities such as sand play and construction. They show pride in their achievements and enjoy showing their finished work to others. Through planned activities children develop their awareness of diverse cultures and faiths. Children learn to take turns when speaking and listening but on occasions find it difficult to sustain their concentration during whole group activities, such as circle time. All children spend time mark making and older and more able children form letters and write their own names. Children enjoy listening to stories and frequently select books to read independently. They count accurately to at least ten and are beginning to recognise some numerals. They are developing their awareness of addition and subtraction through practical activities and number rhymes and use a wide range of vocabulary to describe size, shape and position. Children enjoy creating their own patterns, for example when using a range of tools during sand play.

Children observe change through activities such as growing plants and seeds and going on nature trails. Children regularly visit the local community and are developing their awareness of the different jobs that people do in society. They are developing their awareness of the uses of technology and have some opportunities to use a

computer. They enjoy a range of creative play opportunities that encourage them to use their imaginations. For example, children become engrossed in their role play games, such as pretending to be explorers and imagining that the climbing frame is a dark cave which they have to crawl through. They experiment freely with musical instruments and join in enthusiastically during group singing times. Children regularly use a wide variety of tools and equipment which enables them to develop good small hand skills.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and are valued and respected. Staff have a good knowledge of children's individual needs through effective, up to date documentation and ongoing communication with parents and other professionals. This supports all children, including those with learning difficulties and/or disabilities to integrate well within the nursery. Children are developing their awareness of the local community through strong links with local residents and regular visits to local places of interest. They are also beginning to develop an awareness of the wider world by accessing a good range of play resources that reflect positive images of race, gender and disability, and by celebrating different festivals. Children confidently express their own needs and feelings, for example, when they are tired or hungry. They are polite and well behaved and staff use appropriate and effective methods for managing unwanted behaviour. Through daily routines and effective support from staff, children learn to share resources and show care and consideration for others. Children's spiritual, moral, social and cultural development is fostered.

Younger children settle well because staff work closely with parents to share information about routines such as feeding and sleeping patterns. Staff use daily diaries effectively to ensure they share information with parents on a daily basis and there are good systems in place for parents to share changing information about their child's routines. Parents receive a comprehensive range of information about the setting which includes an overview of the main policies and procedures, and their views are actively sought. Ongoing information is shared through regular letters, parent's evenings and organised meetings when guest speakers are invited to share information about topical subjects relating to childcare. This contributes to strong links with parents therefore promoting consistency of care for children. The partnership with parents and carers is good and contributes positively to the well-being of children in receipt of nursery education at the setting. Children benefit from their parents being actively involved in their learning. For example, parents come in to talk to children about their work, they contribute artefacts linked to topic work and are provided with good information about planned activities. Staff suggest activities which parents can do at home with their child to further develop their learning and skills and useful information is available to inform parents about the Foundation Stage curriculum. Although staff regularly share assessment records with parents to keep them informed about children's progress and development, they do not gather information when a child starts at the setting regarding what children already know and can do. As a result, staff are not able to effectively build on children's previous knowledge and skills or clearly show the progress a child has

made when they transfer to school.

Organisation

The organisation is good.

The effective organisation of the nursery enhances children's care. Staff make particularly good use of outdoor space to maximise play and learning opportunities for pre-school children and younger children can rest and sleep undisturbed while others continue to play. All legally required documentation, which contributes to children's health, safety and well-being, is in place and managers regularly review policies and procedures to ensure they reflect current practice.

Robust recruitment and selection procedures ensure that staff working with children are suitably vetted and experienced. Staff are clear of their roles and responsibilities due to the comprehensive induction procedures implemented and ongoing support systems, such as staff meetings and training opportunities. Staff are well deployed within the nursery. This promotes consistency and continuity of care for children, which helps them to settle and to build positive relationships and ensures children are well supervised and supported during activities.

Leadership and management of nursery education are good. Staff work well together as a team to deliver a broad and balanced curriculum and ensure children achieve well. Staff in the pre-school room are well supported by the owner and manager and all staff contribute to evaluating the provision and identifying areas for improvement. Effective systems are in place to monitor the provision, such as staff appraisal and accessing support from a teacher advisor. Good planning and assessment systems have been implemented ensuring all aspects of the curriculum are sufficiently covered. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection, the setting agreed to one recommendation; to ensure fresh drinking water is available at all times. Pre-school children are now able to freely help themselves to water throughout the day and drinks for younger children are kept in labelled cups within their room for them to request. Staff regularly offer drinks throughout the day and take water into the garden during hot weather.

At the last nursery education inspection three key issues were raised with regard to improving opportunities for children to use mathematical ideas to solve simple problems, improving assessment records to show how children were moving along the stepping stones and to ensure children could freely access craft resources to enable them to create independently. The setting has taken positive action to address the key issues which has had a positive impact on children's learning overall. Staff skilfully ask questions during practical activities and daily routines to promote children's mathematical learning and ability to solve simple problems. Staff have implemented a new assessment system which clearly records children's progress along the stepping stones in all areas of learning. Staff use assessment records effectively to plan the next stages in children's learning. A wide range of craft

materials and tools are freely accessible to children which enables them to select their own resources and express their ideas freely and imaginatively throughout the day.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the sleeping arrangements for children in the toddler room and ensure that suitable precautions are taken to minimise the risk of cross infection
- improve activities for younger children in line with practice set out in the 'Birth to three matters' framework to ensure that children are able to freely select from a wide range of activities which cover all areas of their development.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure adult led activities are planned and organised effectively to meet the needs of all children and ensure they gain the most from the learning opportunities
- gather information from parents to identify clear starting points for children's learning to enable staff to build on children's previous knowledge and skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk