

# Mon Ami Childrens Nursery@Ormsby Lodge

Inspection report for early years provision

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<b>Unique reference number</b>	EY378496
<b>Inspection date</b>	26/02/2009
<b>Inspector</b>	Sharon Waterfall
<b>Setting address</b>	Ormsby Lodge, 12 East Street, Alford, Lincolnshire, LN13 9EQ
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Mon Ami Children's Nursery @ Ormsby Lodge is run by Mon Ami Children's Nurseries and has been registered since 2008. It runs from a large converted house situated in the town of Alford, Lincolnshire. The nursery serves the local area. Children aged two years and above are cared for on the ground floor in a spacious open plan unit. Children under two years are cared for on the first floor in a range of age appropriate groups. There is no lift to the first floor.

It is registered to care for a maximum of 70 children aged under eight years and is the designated provider for Alford's Children's Centre. The nursery opens on weekdays from 07:00 to 18:30 for 51 weeks of the year except for bank holidays. Children attend for a variety of sessions. Those aged five to under eight years may attend in school holidays and occasionally after school. Of the 49 children currently on roll in the early years age group, 9 are receiving funded education. The setting is registered on the compulsory and voluntary childcare registers also. The setting has procedures to support children with learning difficulties and/or disabilities and those for whom English is an additional language.

There are six staff working with the children regularly plus a Senior Manager Early Years Professional. All have appropriate qualifications and one member of staff is working towards a degree qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

The quality of the provision is outstanding. The nursery is highly effective at making sure that children's progress across the Early Years Foundation Stage (EYFS) is excellent. Children are actively involved in aspects of the running of the setting and in their own learning. Their voices are sought and valued, ensuring each and every one is included. Partnerships with parents, agencies and the wider community are a strength and ensures children are protected and their needs are met. Highly effective systems of reflective practice, evaluation and assessment lead to continual improvements.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the evaluation of the education programme to ensure that all areas of learning are equally acknowledged.

## **The leadership and management of the early years provision**

The owners and management teams within this nursery have high aspirations and extremely effective hands on strategies to provide excellent quality care and education for the children. The ethos of reflective practice and continual evaluation is a common and consistent process adopted and used by all staff. They are encouraged to bring in new ideas and question and analyse them when implemented to ensure the best possible outcomes for children. At the heart of the setting is the children's welfare and their views are also sought, valued and implemented in day to day routines. The evaluation process is a true partnership within a wider context as parents, advisory agencies and other providers have been invited to express their opinions. Any improvements are acted on immediately where possible, though the setting has a positive long term action plan of further improvements covering the environment, procedures, education and training.

The recruitment processes are robust and therefore senior staff have been employed that are committed, enthusiastic, confident and extremely able. They are encouraged to develop their training through in-house opportunities, short courses and in their personal development through higher level qualifications. Their experience is evident as they quickly identify children's needs through visual and written observations and plan strategies to support them immediately. Information is effectively shared and consistency ensured through comprehensive induction processes, regular staff meetings and annual appraisals. This commitment ensures that all children are fully included, valued and respected as individuals. Before their care commences the staff discuss with parents children's starting points, favourite activities and likes and dislikes, ensuring that they can begin to plan activities that make the child feel welcome. The settling in procedure is extremely flexible and discussed with individual parents, working out strategies that relate to theirs and their children's needs. Key persons are allocated quickly giving parents a specific person to discuss their child's needs with and children can begin to form secure and trusting relationships straight away. Children with learning difficulties and/or disabilities are fully integrated into the setting, with the special needs co-ordinator liaising with a range of professional health agencies to ensure the support given is excellent.

The day to day running of the setting is significantly enhanced by policies, procedures and practice that are individual to the setting. Arrangements for safeguarding children are comprehensive and regularly reviewed, risk assessments are carefully organised and well managed. Thorough overall assessments have been carried out and in addition staff complete daily checks and each outing is assessed. The setting is very well equipped, safe and secure. A biometric finger print entry system is installed that ensures only those authorised can gain access and children cannot leave unsupervised.

Parents involvement is integral to children's progression. They are valued as the child's primary carer and their views are sought regarding their child from day one. Through the learning journeys they are able to inform staff of children's abilities as

they begin the nursery, a basis on which observations and assessments will be made. They are involved in the observation process and are given information regarding their child's care on a daily basis. Planning is displayed in all areas and information about activities is provided through regular newsletters. Parents spoken to during the inspection are extremely impressed with the levels of interaction by staff and feel valued and welcomed in the setting.

## **The quality and standards of the early years provision**

An excellent range of imaginative and interesting activities are planned for the children that meet all six areas of learning and develop children's natural curiosity as learners. Knowledge and understanding of the world is a strong area of learning and the excellent natural environment of the setting is used to its utmost benefit for all children. Within the garden is an established apple tree that provides a bumper crop during the season. The children collect the fallen apples using new skills of reasoning and problem solving to distinguish the good ones from the bad. The apples are eaten and peeled and cooked by the children. Their learning is then extended as they purchase and plant a range of fruit trees to provide them with their own fruit orchard. They also plant a range of flowers, herbs and vegetables ready for their vegetable patch. On another theme the children discover that some of the fallen apples are home to a range of insects and explore and observe these. These activities support children's learning of healthy eating, enable them to grow and care for their own foods, have the physical abilities to dig and plant and observe and be a part of their immediate world. The use of the outdoor area ensures children's large and small physical skills are being well developed.

The natural resources are also available to the children inside, such as shells, cones, pebbles, water, sand and soil. In the role play area for the pre school children real fruits and vegetables are used, as are real saucepans and kitchen equipment. The babies have access to real fruits and herbs as part of their daily play to enhance their experiences of taste and smell. The children's learning is greatly enhanced by these 'real life' opportunities within the setting and they are very much actively involved in creating their own learning. For example, the children have fish in the pre school room that they were involved in choosing and buying from the local pet shop. They put the fish into their new home and continue to care for them. Although supervised the children are given the ability to have true responsibilities for themselves and to be independent. This is reflected in many areas such as choosing and preparing their own fruit snack, setting the table for lunch time and serving themselves and tidying equipment away ready for changes in the routine. Positive strategies are used at these change over times by staff to support the transition, such as using a sand timer to inform children in advance of the change. The impact is that children behave extremely well, learn to work together and share their time and resources with others.

The superb range of resources available ensures that all children are included in the activities, such as the setting having a range of Wellington boots and wet weather ponchos for outdoor play. In recent heavy snow the children were able to play out in the garden whilst keeping dry. Some of the children decided to make an igloo which prompted a lot of negotiation and team work. They worked out that

they could keep the igloo in snow by transporting it across the garden in a wheelbarrow, that it needed to be formed into brick shapes and then carefully laid on the igloo to build it up. This interest was extended by the staff using real bricks and sand to enable the children to build their own walls. The snow was also brought inside for the children to further explore and the idea of freezing developed into a mark making activity as paint and water were frozen in cups with a wooden handle to produce 'paint lollipops' that the children used to paint and draw with. The role play post office provides opportunities to develop knowledge about print and practise writing for a meaning.

The key person system, observation, assessment and evaluation procedures link directly into the planning for the children. The activities are well matched to the full range of children's needs using the accurate information gained. The staff are well deployed to support and guide children's learning and discuss with the children what they are doing. Challenges set for children are individual and link specifically to their own interests, needs and development areas. Staff ensure that a balanced and rounded curriculum is provided for all children. Their self esteem is built as their achievements are valued and displayed by staff. Relationships in the baby room are warm and secure and they enjoy exploring and walking in the local area. The nursery is a truly inspiring and beautiful environment, sensitively designed using subtle colours, natural products, soft fabrics and a wealth of excellent resources. In the upstairs area historical and traditional features of the property have been retained to facilitate a homely and welcoming environment for the younger children. Children make excellent progress in their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints since registration.

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.