

Mon Ami Children's Nursery

Inspection report for early years provision

Unique reference number	EY287848
Inspection date	17/12/2008
Inspector	Anne Barnsley
Setting address	86 Woodville Road, Boston, Lincolnshire, PE21 8BB
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Type of setting	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 Nursery is one of four nurseries run by the same provider. It opened in 2004 and operates from converted residential premises in Boston. Access to the premises is via a front door at ground level. The building is on two levels with the babies being cared for on the first floor. There is some parking available for parents and staff. The premises consists of four play rooms that cater for children of differing ages, a sleep room, separate toilet facilities for both staff and children, an office, a laundry room, a kitchen and an enclosed outdoor area for outside play. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 for 51 weeks of the year, with the exception of bank holidays.

There are currently 66 children on roll. The nursery is highly represented by children from five different countries in addition to those from the United Kingdom. The nursery also supports children with learning difficulties and/or disabilities. Children mainly come from the local area to attend the nursery. There are 12 childcare staff, all of whom hold a relevant childcare qualification. In addition to these there is a senior nursery manager and also the provider, both of whom are actively involved in each setting on a routine basis.

Overall effectiveness of the early years provision

The nursery establishes excellent partnership with parents and meets the individual needs of children to an exceptional standard. Behavioural issues are mostly dealt with well, and safety procedures, in the main, are robust. Children thrive in a warm and welcoming environment in which they are happy and fully included. Nutritious snacks, home-cooked meals and extensive opportunity to play outdoors fully promotes children's good health. The quality of the leadership and management of the setting is commendable and the use of self-assessment for continuous improvement ensures that high standards are maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop strategies further to manage a wide range of behaviour
- ensure that stringent systems and procedures are in place for answering the door

The leadership and management of the early years provision

The staff team work extremely well together under the strong guidance and support from the provider and senior management. All staff hold relevant childcare qualifications and all have undertaken Early Years Foundation Stage training and have current first aid qualifications. Every member of staff actively participates in

ongoing training to further develop their knowledge and skills, and all partake in regular supervision and appraisals with senior members of staff. Staff members are highly respected and are fully included and consulted with on operational decisions. The quality of policies, procedures and risk assessments is exemplary and all staff implement these exceptionally well. All recommendations from the last inspection have been met to a very high standard. Continuous reviews are completed on all aspects of the nursery to ensure that safety measures, in particular, remain paramount. It was unfortunate therefore, that at the time of this inspection, the inspector was able to enter the premises unannounced as persons were leaving. This was viewed very seriously by the provider and managers who immediately discussed the implementation of additional measures to prevent this happening again. In spite of this unfortunate occurrence, the safety of the premises throughout is robust. There is a key pad system on the door, CCTV cameras that monitor visitors to the nursery door and the activities in each room, and effective safety measures in each room that are checked daily by a designated member of staff.

The nursery places high emphasis on working in close partnership with parents and fully values parent's views and wishes. A wealth of information is both provided to and gathered from parents to ensure that all persons involved with the care of children share a common ethos and approach for continuity of practice. Most of this information is translated into several other languages for parents who speak English as a second language. Additionally there are staff and parents who speak relevant languages and assist with language barriers. The combination of this information and the fact that the staff know the children very well enables them to meet children's individual needs to an exceptionally high standard. Staff liaise closely with each other on a daily basis about the care of children and frequently send out information to parents to update children's individual records so that changing and developing needs are identified and met immediately. Detailed observations are regularly made of children's achievements and these are transferred into each child's learning journal and care diaries. These clearly show the progress that each child is making from their start point to the current day, and also identifies the next learning or developmental step for each child so that they reach their full potential. The records are available for parents to see at any time, and key persons go through these with parents in greater detail at organised parent evenings. Copies of care diaries are sent home daily so that parents are fully informed about their child's day. Staff also welcome observations and feedback from home about children's experiences to create an active dialogue about children's learning.

Children are safeguarded because of the stringent systems that are in place for recruiting and vetting staff, students and volunteers to the setting. These systems ensure that adults working with children, or having close contact with them are suitable to do so. Staff are very clear about their duty of care towards children and of their responsibility to refer any concerns in accordance with the comprehensive 'Safeguarding Children' policy and procedure. All staff have received child protection training as the importance of this is highly emphasised as part of the induction process for new staff. Each member of staff is issued with a personal copy of the staff handbook. This provides them with detailed information about all aspects of the provider's expectations and is a tool for ongoing reference. Staff are

very clear about their roles and duty, and successfully deliver high quality care and learning to children because they work as a harmonious, well-informed staff team who put the welfare and needs of children first.

The quality and standards of the early years provision

Children's welfare is promoted to an exceptionally high standard because staff know each child very well. They create an enabling and inclusive environment in which the individual needs, preferences and natural choices that children make are fully focussed on. Attractively set out learning zones entice children of all ages to play with a vast array of resources that they can easily access and use in ways that they determine. Staff interact with exceptional warmth and as a result children in this nursery thrive. They are happy, relaxed and confident. Babies are cuddled and held so that they feel secure and staff have a very clear understanding of what each baby wants to do, regardless of their of language skills. The staff understand each baby's way of communicating their wishes and there is a great deal of laughter and joy as a result. An example of this is a baby who really enjoyed dancing to a singing Santa and kept requesting this over and over again. The staff danced and sing along with the babies and the atmosphere was enchanting.

In general children mostly play and behave well together. However, in some group circumstances and during some play, enthusiasm progresses to over-zealous activity and can be disruptive. In the main this is dealt with very well by staff who guide children with sensitive reminders about behaviour. To a lesser extent, but worthy of mention, staff do not always use preventative measures to avoid such situations occurring. Regardless of this, the children demonstrate a strong sense of belonging and are secure with the routine of the day and the expectations of the staff.

Children's good health is promoted to an exceptionally high standard. They are provided with nutritious, well balanced snacks and home-cooked meals which they eat together as a family group. Child-friendly guides about health are displayed attractively and remind children about the importance of eating healthy foods, washing hands, and taking regular exercise. The outdoor area is made very good use of by children and has been fitted with an all-weather canopy so that they can use the outdoors continuously and benefit from plenty of exercise and fresh air. Children learn about safety because they help to tidy away their toys after use and follow simple rules that they can understand. Staff provide children with vigilant supervision without being intrusive. Children are free to explore and to make their own choices under the watchful eye of mindful staff. They learn to progress their skills and to take developmental-risks safely, such as being able to use child-friendly knives to independently cut their fruit and to learn the art of cutting with scissors in creative activities.

Children are making strong progress in all areas of learning. They communicate well and are active participants in conversations, often initiating these themselves. They make good use of books and writing materials, and communicate extremely well through song and music. Children use computers and programmable equipment with ease and contribute their ideas to solving technical problems that

occur. Children are forming friendships within the group and enjoy enacting experiences with their friends through role play. They are creative and use their own ideas and imaginations when inventing games or assuming the role of their super heroes. They are learning to negotiate, to take turns and to share when different ideas are suggested. Children have a good understanding of basic mathematical concepts such as counting, shape, size, measure and sequencing. They learn about nature, animals and habitats through wonderful topics and an organised meeting with visitors from the Zoo lab. They contribute their creative ideas through making a related jungle frieze that also displays photographs of the children holding both common and some more unusual animals and creatures. Further to this they are also taken on organised trips to places of interest such as farms. Additional visitors to the nursery, for example, an African bongo and dance team, the police and fire department develop children's understanding of different jobs, safety, and other cultures, customs and traditions. Children requested the visit from the police and the fire department themselves and this demonstrates how effectively staff pick up on children's natural interests. Children have further exposure to cultures, customs and languages other than their own as many children from other countries attend the nursery. Consequently children learn about the wider world through first-hand experiences.

Children are very confident and secure in this nursery because their personal, social and emotional development is highly focused on by staff. The staff all share a consistent approach to promoting independence and learning through child-initiated play and supporting children's natural choices. As a result children are active, confident learners who are forming an eager disposition towards learning. They are happy and are progressing extremely well in a homely, yet highly productive environment.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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

Since the last inspection no complaints have been made to Ofsted that required the provider or Ofsted to take action in order to meet the requirements of the Early Years Foundation Stage.

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

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.