

# Mon Ami Children's Nursery

86 Woodville Road, Boston, Lincolnshire, PE21 8BB

<b>Inspection date</b>	18/10/2012
Previous inspection date	17/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have extremely positive relationships with adults who have high expectations for each child and an excellent awareness of their learning and development points on starting at the nursery. As a result, children make rapid progress which prepares them well for school, especially with their language and communication skills and personal, social and emotional development.
- Planning, observation and assessment arrangements are thorough and purposeful. Staff successfully incorporate children's individual needs and interests into the planning system, so every child learns in ways that suit their preferred learning styles and through activities that have meaning to them.
- Children are happy, excited and eager to learn owing to the interesting experiences provided by staff. They show exceptional levels of independence, curiosity and imagination and they have extremely positive relationships with each other and staff.
- Leaders and managers have extremely high ambitions for driving improvement and their vision is shared with all staff. This is a very strong, motivated and enthusiastic staff team who continuously aspire to deliver the highest quality in all aspects of their work.

- Consider using amended assessment records to show how children who speak English as an additional language will be assessed in their home language to assess their communication skills.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play rooms and outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.  
The inspector looked at children's 'Learning Journeys', planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

Mon Ami Nursery is one of three nurseries run by the same provider. It opened in 2004 and operates from converted residential premises in Boston, Lincolnshire. 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 ground 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.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year, with the exception of bank holidays.

There are currently 88 children on roll, of whom 73 are in the early years age range. The nursery has a high representation of children in attendance from five different countries in addition to those from the United Kingdom. The nursery also supports children with special educational needs and/or disabilities. Children mainly come from the local area to attend the nursery.

There are 15 childcare staff, all of whom hold relevant childcare qualifications, these include a manager who has a level 6 qualification, a senior nursery manager who has achieved Early Years Professional Status and also the provider.

### **What the setting needs to do to improve further**

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

- consider improving assessment records to show how you will assess a child's language skills at the point of entry in their home language if they speak no English.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery staff deliver the learning and development requirements extremely well. They have excellent knowledge of how young children learn and provide a wide range of materials and resources that give children extensive and exciting play and learning opportunities. Planning, observations and assessment arrangements are highly effective and work extremely well, including the summative progress checks that staff make of children between the ages of 24 and 36 months. Planning successfully incorporates children's individual needs and interests; for example, staff ask children and parents about children's interests and incorporate their choices into the activity plan. Children's individual records provide a rich narrative of their progress. Staff link these to guidance books in order to track progress across the educational programmes offered. Overall, all children are making, at least, good progress towards the early learning goals given their capabilities and starting points. In many cases children make rapid progress, especially

with their communication and language skills and their personal social and emotional development. This is particularly significant as 80% of the children who attend are from a range of five different countries other than the United Kingdom. All children are assessed in English to assess their language skills and help is available to assess children in their home language if they do not speak any English. Records have been updated accordingly to reflect the additional assessments that have been introduced through the new Statutory Framework for the Early Years Foundation Stage but the section for assessing children in their home language has yet to be added. This is because all children currently speak English and updating documents has been prioritised in order of importance and has no impact on children's learning or care. Staff provide an excellent range of resources, posters and play equipment that reflects cultural diversity and, additionally, children learn about the wider world through daily routines and planned celebrations. Staff value children's home languages by working with parents to learn words that they can use in children's play and during general routines.

Children are extremely happy, settled and motivated in the nursery environment as they are provided with a positive balance of chosen spontaneous play and adult-initiated activities. These planned experiences successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and confident to express themselves and make their own decisions. Staff in the 'Baby Room' ensure they are at the children's eye level at all times by sitting on the floor, which enables them to pick up on babies' efforts at communication. Babies and young children enjoy using 'Treasure Baskets' that staff stock with interesting objects. This entices them to explore and experiment with the contents, which include natural materials. All staff support children very well and know where to focus their attention. For example, children with language delay have individual educational plans in place with clear targets that have been set by key staff, speech and language therapists and parents. Staff help children make good progress in literacy by providing a good selection of books that reflect their ages and abilities and by providing many different mark making experiences, both indoors and outdoors. Staff plan numbers, space, shapes and measurement experiences successfully as an integral part of children's learning in daily routines, so all children learn about early mathematics. Such experiences help children gain strong skills for their eventual move to school.

Children particularly enjoy exploring the extremely well developed outdoor facility which provides a very exciting and wonderful play space. This has growing beds, fruit trees and a hazel tunnel with mirrors. Children use water to write on the mirror. They use the wooded area at the bottom of the garden to make pyramids with sticks, cauldrons for potion making in the fire pit and a tyre to make their own pretend fire with logs. Children explore energetically as they run around, balance and climb trees. They play outdoors in all weathers as they have a covered area and are also provided with all-in-one wet suits and wellies. They search for insects and bugs and learn about the natural world very well. Staff encourage playing with mud and digging for worms, and they pick up on a child's interest in a spider that was found. Children make careful observations of spiders under magnifying glasses and they take photographs of the spiders they find and where they live. Indoors they make pictures of the spiders and have these attractively displayed by staff on the wall along with the photographs they have taken. All the experiences staff provide successfully help children to form extremely positive attitudes and dispositions for

learning when they enter full-time education.

### **The contribution of the early years provision to the well-being of children**

Children form excellent relationships with the staff. The highly successful key person system means that each child and family has someone who is special to them. Children show strong bonds and attachments as they snuggle with key staff and have big beaming smiles on their faces when staff enter the room. Staff that care for the younger ones form close attachments with them as they are careful and attentive in meeting their individual needs. They play 'peek-a-boo' with babies and give cuddles when needed. A good settling-in process helps all children feel secure. Parents can stay with their children for as long as they feel necessary to settle them. This ensures that children and parents feel secure and that staff have the opportunity to work with parents and find out as much as they can about children's individual needs and routines.

Older children who have been in the nursery longer are extremely independent and cooperate very well with each other. Their behaviour is exemplary and their personal contributions are praised and encouraged by staff which promotes their confidence and emotional development well. Children reflect the staff's considerate, polite and caring approach to them. Staff have extremely positive strategies in place for managing behaviour and all staff have undergone training around this. Children are treated with great levels of respect and are asked to think about the suggestions that staff make to them. Spoken words are reinforced with signing that all children understand and this has been instrumental in the significant improvements that have been made since the last inspection. Managing behaviour was raised as a recommendation as so many children were, and still are, from a range of different countries and getting messages across was quite difficult in some cases. This is now a major strength in this nursery and has had a very positive outcome on the quality of learning and the general calmness of the environment. Staff consistently and patiently remind children of the rules, for example, to share with others and wait for their turn. Staff also offer lots of praise, acknowledgement and encouragement to support and motivate the children.

Children develop an extremely good understanding of keeping themselves safe and how to adopt a healthy lifestyle. Health and safety are integral practices within the nursery and come into all aspects of the daily routine. Older children manage their personal hygiene independently and young children are very well supported. Staff also talk with children about taking 'safe' risks when playing in the garden. They enable children to use resources in ways they choose, such as, climbing the tree, and building with sticks, using tools and learning about fire. They make sure that children understand risks and learn how to be responsible and to think about their safety and the safety of those around them. Children gain extremely good attitudes to being outdoors in the fresh air, owing to their 'Forest School' experiences. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe. For example, when using outdoor physical play equipment or when walking around the indoor play space. Meals and snacks are

freshly prepared on site by the cook and, as far as possible, local resources are used. The cook can cook a wide range of meals that suit the needs and preferences of all children. Staff have an effective system in place to support children with any particular dietary needs and all such information is made available to the cook. Detailed care plans are in place and these are regularly reviewed as children develop or their needs change. Children's health and well-being is very well promoted.

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

The leadership and management team of the nursery have an excellent understanding of safeguarding requirements and practice. They make sure effective, robust recruitment and vetting procedures are in place. Criminal record bureau checks are undertaken and staff references followed up to check that all adults working with the children are suitable to do so. Children are safeguarded effectively, as all staff know the procedures to follow in the event of a safeguarding concern. All staff attend safeguarding training. Staff have a very good understanding of safe working practices. This knowledge includes the storage of mobile phones, good nappy changing procedures and adhering to the nursery safeguarding policy.

Comprehensive risk assessment procedures are implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery. An intercom is used and a member of staff is on duty to personally receive all visitors. Very good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children. The nursery is an inclusive environment and well thought through adjustments are made to support children to enable strong, continuous progress.

The owners, managers and staff are extremely committed towards providing high quality early years care and play experiences. They use self-evaluation extremely well to reflect carefully on staff practice and implement change when identified. The staff team are very passionate about their work and every member of staff takes full, personal responsibility for the quality of the work they do. All staff work successfully towards achieving the targets that have been set but at the same time have peripheral vision for noticing other improvements that come to their attention. They are an extremely proactive team, and having made so many improvements since the last inspection, are driven and highly committed to taking this further. There is strong team morale and they are very caring and supportive of each other and have a high regard for the owners and their philosophies. There are regular team meetings and appraisals. These meetings not only ensure that communications are very effective but also ensure that staff have a very good understanding of their role and receive any training they need. In addition the owners buy in training packages for managers, this ensures that managers are kept up to date with managerial issues and that there is consistency between the nurseries.

Partnership work with both parents and outside agencies are fully embedded and

contribute significantly to the high quality of learning that children receive. The nursery promotes extensive open dialogue with parents as they endeavour to support children's and family's needs. There is strong verbal and written communication between parents and staff. The noticeboard and regular newsletters further update parents about nursery events. Parents' evenings provide further opportunities for useful communication and on a daily basis parents add their observations from home to the parent board for staff to use. Parents' complimentary comments include 'A great nursery'; 'I feel listened to and feel very confident and assured with the quality of teaching and care my child is having'. Well established systems are in place with others sharing care of children to ensure moves between settings are effective and continuity of care is promoted. Strong links are in place with all the schools that children attend, including cluster meetings and joint exchange visits. Children are further supported with their move to school as staff continue to visit them at school during their first term.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY287848
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	887791
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Samantha-Jayne Lunnemann
<b>Date of previous inspection</b>	17/12/2008
<b>Telephone number</b>	01205 319499

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## Type of provision

For the purposes of this inspection the following definitions apply:



Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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