

Mon-Ami Children's Day Nursery

Inspection report for early years provision

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Inspection date 12/10/2009
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Type of setting Childcare on non-domestic premises

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of 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 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. Access to the nursery is at ground level for the toddler, pre-school and out of school care rooms and on the first floor for the baby rooms. There is a small enclosed car park for parents and staff.

The nursery is registered to provide care for a maximum of 63 children in the early years age groups. Children up to the age of 11 years attend the out of school club. There are currently 76 children on roll which includes 10 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 7.00am and 6.00pm.

The nursery employs 11 staff to work with the children. Of these, all staff have completed early years qualifications with one who is currently undertaking further training.

The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an exceptional learning environment where children make rapid progress towards the early learning goals. Highly inclusive practice ensures that the welfare needs of all children are met and that parents are kept very well informed and involved. Staff are extremely knowledgeable about their roles and the expectations of managers and work as a cohesive team. Comprehensive policies and procedures are implemented well and systems mostly ensure continuity for children and parents. The setting has high aspirations for excellence and monitors quality through the effective use of reflective self-evaluation. Improvements are driven forward through the efficient management of well identified priorities.

What steps need to be taken to improve provision further?

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

- organise systems further for working in partnership with other settings that children attend and enable the consistent exchange of information to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive understanding of safeguarding issues and of their duty of care to protect children from harm. The management ensure that staff receive training and are kept up-to-date about procedures and contemporary issues through regular supervision and appraisal meetings. Vetting procedures are stringent and ensure the suitability of adults. Effective systems are in place to review the checks of existing staff and update them, and robust induction and probationary periods monitor the ongoing suitability of new staff. There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children and there are established management responsibilities in relation to child protection including relevant designated staff. Stringent security systems prevent unauthorised access to the nursery. Safety measures throughout the nursery are highly effective including the purpose-made doors at half height, which enable staff to see into every room to further ensure the supervision of the children. Detailed risk assessments are completed of all aspects of the nursery and daily checks are made of the environment, both indoors and outdoors to ensure the continued safety of children and eliminate risks.

Managers and leaders have high aspirations for achieving excellence in all areas of practice. They are extremely knowledgeable and disseminate information well to staff through in-house training and purposeful meetings. They inspire staff by empowering them to make decisions and contribute their ideas for future developments. Staff are highly valued and their professional development is taken very seriously and ensures that staff have the ability and confidence to fulfil their duty to children and parents to an exceptionally high standard. Staff participate in a broad range of professional courses and contribute a diverse range of skills. They are highly motivated and enthusiastic and work as a cohesive team by sharing each others knowledge. The staff in this nursery have a clear vision and passion for their work. They shun complacency and fully believe there are always areas to improve, which is evident through their highly effective monitoring systems and reflective self-evaluation. All staff work collectively to continuously drive improvements forward and have completed the recommendations that were made at the last inspection in addition to many other improvements, particularly to the outdoor area, that improve the outcomes for children. They are highly motivated by the owner and manager who believe that, 'if you stand still you will start to go backwards'. This theory is the main driver in this nursery and is consistently translated into practice.

Staff have exceptional knowledge of children's backgrounds and of their individual needs. Respecting and meeting individual needs is at the heart of the setting's ethos. The nursery represents children with a wide range of special needs and has great experience of meeting the needs of children who speak English as an additional language and promoting their national identity so that they feel a strong

sense of belonging. Staff work closely with parents and other professionals who are involved with children and gather relevant information from them to support their own observations. Information about children's learning and development is made available to parents at all times, in addition to several organised parent evenings each year. Children's achievement records are extremely well constructed, covering all aspects of children's learning, progress and their next steps. The presentation of these records is commendable and is highly reflective of the respect staff have for children and the pride they take in their own work. The views of parents are considered a most valuable contributor to the development of the nursery and are actively sought through questionnaires and an established parent council. Strong links have been set up with schools that children will attend when they leave nursery and subsequent visits to the school are made by key staff to see the children when they have settled. This significantly contributes to children's self-esteem. Systems are not yet fully in place for maintaining links and exchanging information with other settings that children may attend while still at nursery such as childminders and pre-schools to ensure continuity in their learning and reduce any gaps in their achievements. However, this is because this situation does not currently exist at the moment and the setting realistically prioritises practice that has the most direct impact on the children who attend.

The quality and standards of the early years provision and outcomes for children

Every child in this nursery is recognised as a unique individual and their needs are met to an exceptionally high standard. Extensive information is gathered about each child from the onset of their attendance. Their progress is stringently monitored by staff through meaningful observations that fully reflect children's preferred learning styles, interests and progress towards their next steps. All children make their own choices about what they want to do, which ensures that they make positive contributions to their learning. They are extremely happy and relaxed in a home environment with friends and caring, attentive staff. Staff interact extremely well with children and skilfully extend their learning through the natural interest that they display. An example of this, although there are many others, is a child who had a interest in foxes. In the morning the child had a story about foxes and constructed a fox house with large construction bricks. The key member of staff recognised this and extended the child's interest by providing resources in the afternoon that enabled the child to make a three dimensional model of a fox house from a range of craft materials. The child talked to the member of staff about foxes and their spiky ears and was totally engrossed in something that had great significance. Children show great perseverance in their play and have a desire to complete tasks and achieve a result. Two very young children played for some time with an aqua mat and persisted with covering all areas with paint brushes and water until they had fully exposed all the letters and numerals on the mat. They showed a developing awareness of numbers and counting as they chatted to a member of staff and also of problem solving by making decisions about needing more water.

Staff cover all areas of learning through general play situations such as those mentioned, which promote children's desire to learn and develops their confidence

to try new things. Children make rapid progress in all areas of learning because staff are very capable practitioners. They relate learning to children's own experiences, which brings greater meaning to their learning. An example of this is when a member staff was reading the story of Goldilocks to one child. The member of staff gave the child puppets to use so that the child could directly interact with the story. She related conversations about the bowls in the story to the bowls the child used at lunch time and she compared the journey that Goldilocks made through the woods to trips to the woods that the children make at nursery. In doing so the member of staff brought the story to life for the child and enabled the child to contribute; thus having a more memorable experience from the story. The nursery is a hive of industry with many activities taking place at once. However, because the children lead their play and staff join in with them on their terms, the nursery environment is very relaxed, which is highly conducive to learning.

All resources are accessible to children, including babies, and children are secure and confident to make their own decisions. Resources are of good quality and staff have organised rooms safely into learning zones that are equipped with an age-and-stage appropriate selection to cover all areas of learning. Manufactured toys are complimented by a variety of natural resources, such as wooden toys, fir cones, logs, fresh herbs and plants, a selection of real fruit and vegetables in the role play area and treasure baskets in the baby rooms. Children make excellent use of their resources and because their independence is promoted so highly, they invent their own games and use resources in imaginative ways. They make buses with chairs and then change their mind to turn the bus into a plane. They cut up real fruit and vegetables and invent their own meals with the ingredients. Children have lots of outdoor play where they use large equipment, grow plants and vegetables and play active games in the orchard. They use their imaginations well as they talk about a bear and a lion who live in the woods and a queen who lives in the village church. Children have access to technology in every room and they make good use of this. Babies have plenty of press button, interactive toys and toddlers and pre-school children use computers, cameras and CD players extremely well.

Children are adopting healthy and safe lifestyles because great emphasis is placed on safety, healthy eating, exercise and positive hygiene. Staff are excellent role models and support children very well in their learning. They encourage children's independence and promote the development of future skills by having realistic expectations for children. For example, children follow simple rules for their safety and they have a clear understanding of these such as not running indoors and what could happen when they swing their coat round in the air if it hit someone. Children participate in fire drills and they learn about road safety. They help tidy away their toys and they contribute to setting tables and clearing away after meals. Children are very capable and cooperative in this nursery. They respond well to staff and are secure within a stable and familiar routine. The nursery provides children with excellent meals and snacks and all children are included every week by making decisions about the following weeks menu. They have access at all times to a fresh fruit and vegetable bowl and actively help themselves to apples, carrots, grapes and other healthy options throughout the day. Babies have their own cots and bedding and there are photos of their families displayed

by their cots, which promotes feelings of security. Soft fabric and fairy lights are attached to the ceiling and soft music plays to help babies relax. The whole nursery environment is decorated in muted, soft colours with attractive bunting, fabric drapes which are attached to the ceiling, photographs of the children and their families in all rooms and cosy areas for children to use as dens. Children experience a sense of awe and wonder in this environment as the magic of childhood imagination is fully fostered.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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