

# Mon Ami Children's Nursery @ The Chimes

High Street, Swineshead, Boston, PE20 3LH



**Inspection date** 15 January 2018  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager works well with schools that children move on to. She arranges for staff to take children for visits to the school to visit the classroom and to meet the teacher. This is particularly effective for children who have special educational needs and/or disabilities. Information about children's learning is shared to support consistency.
- Children demonstrate very good levels of independence. Staff give them lots of time to do things for themselves. For example, older children put on their all-in-one suits to play outdoors, younger children serve themselves snacks and meals.
- The arrangements in place to support children when they move rooms in the nursery are managed well. Staff sometimes move rooms with children to provide them with a familiar adult. This works well to meet children's emotional well-being.
- Additional funding is allocated effectively to support children's individual needs. Staff provide focused group times to encourage children to develop their communication and language skills in readiness for their move on to school.
- Staff talk to parents daily and share information about children's care and learning. They offer meetings for parents to discuss their child's individual learning further.

### It is not yet outstanding because:

- Staff do not gather enough information from all parents about what their child already knows and can do to help plan for children's learning right from the start.
- The manager has not fully developed her monitoring of groups of children's progress to precisely target interventions.

## What the setting needs to do to improve further

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

- gather more information from all parents to help staff to plan for children's learning from the start of their placement
- strengthen the tracking of groups of children to more precisely plan interventions to help maintain children's good and sometimes rapid progress in learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, senior area manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team provides staff with opportunities to update their knowledge of child protection regularly through, for example, e-learning training. Staff know the signs that may suggest a child is at significant risk of harm and where to report concerns they have regarding children's safety. Strategies are in place to ensure that children leave with an appropriate adult. This helps to keep children safe. The management team has improvement plans in place to monitor the effectiveness of the nursery. They gather the views of parents, staff and children to identify changes. Children's views were sought when planning activities for the outdoor area. Each room in the nursery contributed their own creations, such as a water wall, music wall and fairy garden. This provided more opportunities for children to extend their learning.

### Quality of teaching, learning and assessment is good

Staff are supported well in their roles through supervisions and appraisals. They attend training to help them provide different activities for children and to use strategies to support children's speaking skills. Staff observe children and play alongside them. They use their assessments and knowledge of children's interests to plan for what children need to learn next. Staff sing songs to younger children and babies, asking them to choose a toy to represent a song. This gives children choices and lets them know that their views are listened to. Staff read stories to children and remind them to use 'listening ears' to promote positive behaviour. They ask children a good range of open-ended questions, enabling children to develop their thinking skills. For example, staff describe an animal and ask children to guess what it is. Staff provide opportunities for children to develop their mathematical skills. They help them to understanding why objects float or sink when they use jugs and containers in water.

### Personal development, behaviour and welfare are good

Staff provide children with opportunities to learn about different foods. Children help staff to plant and grow pumpkins in the garden. Children explore real food in their play. They use a knife safely to cut up broccoli and peel bananas for snack. Staff give children lots of praise and encouragement for their achievements. This helps to raise their self-esteem. The nursery cook provides children with a healthy range of snacks and meals. Babies and younger children develop their physical skills when they use large apparatus indoors. They crawl up a ramp and slide down on their bottom. Older children enjoy copying staff and moving their bodies to music.

### Outcomes for children are good

Babies learn about cause and effect when they press buttons on toys. They enjoy exploring the sounds of musical instruments and the sound they make. Young children use spoons to pour rice in to bottles, helping to develop their hand-to-eye coordination. Older children demonstrate their very good understanding of shapes when they tell staff how many sides and corners there are on a triangle. All children make good and some make better than good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY545195
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1100896
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	63
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	La Compagnie Mon Ami Limited
<b>Registered person unique reference number</b>	RP545193
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01205 821244

Mon Ami Children's Nursery @ The Chimes registered in 2017. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including the senior area manager who holds early years professional status. The nursery opens from Monday to Friday all year round, except for one week between Christmas and New Year and bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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