

# Inspection of Mon Ami Children's Nursery @ Fairfield House

Fairfield, Church Street, Wragby, Market Rasen LN8 5RA

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Inspection date: 21 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled at the nursery. The owner, management team and staff promote a home-from-home environment where children are relaxed and confident and are active learners. The nursery staff place a strong emphasis on providing children with plenty of natural resources to enhance their overall learning and development. For example, children have access to fresh herbs, vegetables and flour to create their own dough.

Staff expectations are high for every child. In particular they place a strong emphasis on helping children to be kind to one another and have a positive attitude towards their learning. Children take turns, share toys and help to tidy away the toys when they have finished playing with them. They are very familiar with routines and what is expected of them. For example, toddlers independently wash their hands before eating and help to tidy away their own bedding after their sleep. This is because the staff provide clear and consistent messages and involve children in decision-making.

Children feel safe to explore their learning environment both inside and outside. For example, pre-school children enthusiastically attempt to use plastic knives safely to cut up fresh vegetables. They also manoeuvre tricycles competently around their friends so they do not bang into them. Babies confidently attempt to crawl and toddle in order to explore the range of toys and resources that are safely presented to them by staff.

## **What does the early years setting do well and what does it need to do better?**

- Secure attachments are in place between children and staff. The staff are warm and caring with children. Children's personal routines and needs are established rapidly, which enables children to settle quickly into the nursery day.
- Children behave well. Staff praise children on their achievements, which helps to raise their confidence and self-esteem. Children learn to manage their feelings well. Staff give children the time they need to safely express how they are feeling, what they want to play with and what they like. As a result, children play harmoniously together.
- The strong management team makes sure that the nursery operates smoothly. Managers ensure staff have regular supervisions. This helps to minimise the impact of the recent staff changes and to support new staff with their roles and responsibilities. However, the management team does not closely monitor the quality of education provided by staff to promote children's learning to the highest level.
- Partnerships with parents are very strong. The views of parents spoken to on the day of inspection, and their written comments read, are extremely

complementary. They praise the 'welcoming', 'approachable' and 'supportive' staff team. Parents comment about how well their children are making good progress in their learning.

- The setting works well with agencies to support the ongoing and changing needs of children who require extra support. However, some information is not shared as effectively with other early years settings that children also attend. This does not promote a shared approach to children's overall learning and development.
- Staff provide children with a wide range of experiences and activities that enhance their overall learning and development. For example, staff place a strong emphasis on developing children's sensory skills. Children explore different textures inside and outside. They touch and feel conkers and ice cubes inside, and mud, sand and paint in the garden.
- Children's language skills are supported well overall. For example, in the baby room, staff mirror words and sounds and facial expressions to help to develop babies' communication skills. However, sometimes in the pre-school room, some staff are over enthusiastic and do not give children enough time to think and respond and to share their own ideas and thoughts.
- Children are provided with experiences to enhance what they already know and can do, which broaden their experiences from home. For example, they access a wider range of messy play resources and materials to enhance their sensory and creative skills. Furthermore, all children participate in Spanish sessions. This provides an opportunity for children to become familiar with another language and to use a different way to communicate with others through Spanish singing and action rhymes.
- Children spend regular time outside in the fresh air to support their health. They run around and manage various surfaces well, such as a small incline on a hill. Children dig in the mud and sand and ride tricycles to support the development of their large-muscle skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are clear about the procedures that they must take should they have a concern about a child in their care. They complete regular child protection training to keep their knowledge up to date. Staff are familiar with the wider aspects of safeguarding children, such as the 'Prevent' duty. This helps them to understand how to protect children from extreme views and ideas. Staff complete thorough risk assessments to ensure hazards to children are minimised. They supervise children closely. This helps to keep children safe effectively.

## **What does the setting need to do to improve?**

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

- improve the methods used to supervise staff more closely to increase their understanding of assessment and to raise the quality of education
- find and use more effective methods to share and exchange information with other early years settings that children also attend, to promote a consistent and truly shared approach to their learning and development
- provide more time for children to think, respond and come up with their own ideas and thoughts to support their critical thinking skills.

## Setting details

<b>Unique reference number</b>	EY545196
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10130458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	La Compagnie Mon Ami Limited
<b>Registered person unique reference number</b>	RP545193
<b>Telephone number</b>	01673 858695
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mon Ami Children's Nursery @ Fairfield House in Wragby, Lincolnshire re-registered in 2017. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above and there is one early years teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## Inspection activities

- The inspector and the area manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- Staff and parents held discussions with the inspector at appropriate times during the inspection.
- The area manager and the inspector completed a joint observation together and evaluated the impact on children's learning.
- The inspector spoke to members of the management team, including the provider, about the use of evaluation, their current areas for improvement, and how they plan the continuous professional development of their staff.
- The inspector observed the children at play and assessed the impact of the teaching on their learning.
- The inspector sampled a range of documentation, including the suitability and qualification records of staff, and some policies and procedures.

We carried out this inspection 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.

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