

# Mes Enfants

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY227489
<b>Inspection date</b>	19 June 2007
<b>Inspector</b>	Hazel Christine White
<b>Setting Address</b>	195 Leicester Road, Groby, Leicester, Leicestershire, LE6 0DT
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<b>Registered person</b>	Jacqueline Goode
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Mes Enfants Day Nursery opened in September 2002. It is situated in Groby area of Leicestershire and operates from a purpose built building adjoining the owner's home. The day nursery serves the local and surrounding areas.

A maximum of 20 children may attend the nursery at any one time. The nursery is open from 07:30 to 18:00 five days per week throughout the year, excluding statutory bank holidays and Christmas. All children share access to a secure outside play area. There are currently 35 children under the age of five years on roll. This includes 13 children receiving funded nursery education. Children attend for full day and sessional care. The nursery is able to support children with special educational needs and children who are learning English as a second language.

The setting receives support from the local authority, Leicester Early Years Development and Childcare Partnership. There are nine staff employed to work with the children. The manager and four staff hold a recognised early years qualification to level three and other staff to level two.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, healthy environment and follow good hygiene practices that help to prevent the spread of infection. There are signs in the toilet area to remind older children to wash their hands and flush the chain. Clear nappy changing routines ensure that babies' personal care is well met. Children rest according to their individual needs because they are thoroughly discussed with parents. There are bean bags, cushions on which children can relax and mattresses if they wish to sleep. Babies have their own cots and bedding which is washed daily. All children are directly supervised when they sleep, therefore, positive steps are taken to promote children's health and safety. Rooms are well ventilated and warm and the premises are well maintained.

Staff implement clear procedures to contain illnesses and minimise the risk of infection. These are shared with parents and as a result they have clear information to follow when their children are ill. Documentation and discussions show that children receive good care following accidents. All staff have current first aid certificates and the first aid box is fully stocked and readily available. Accident record and medication records are up to date and signed by parents. Written permission to administer medication and emergency consent has been obtained for all children.

Children are well nourished because they are provided with an excellent range of meals, snacks and drinks. The menu is rotated and all food is freshly cooked and prepared on the premises using fresh produce where possible. Children learn about healthy eating because they choose from healthy options and discuss foods which are good for you. A recent topic included looking at fruit and vegetables. The children put pictures onto a chart of vegetables that they have eaten that day, such as broccoli, peas, carrots and sweet corn. Children have their health and dietary needs met because staff work well with parents and ask questions about children's allergies, likes and dislikes. Good food hygiene practices are in place and the manager and most staff have a food hygiene certificates. Children are offered drinks of diluted squash or water at set times and can ask for or are offered additional drinks throughout the day. Meal times are effectively used to promote social interaction and good table manners.

Children take part in regular physical activities both indoors and outside. They learn to climb equipment, crawl through tunnels, manoeuvre wheeled toys and play parachute games. Therefore, children's physical development is well promoted and they are developing balance and co-ordination. Children are beginning to learn that being active makes strong muscles and a healthy heart because they have had discussions about the effects exercise has on the body. Younger children have access to a range of developmentally appropriate toys which effectively supports their overall physical development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment which is suitable for the purpose. Rooms are well ventilated, brightly decorated and prepared before children arrive. Children are grouped according to their age and stage of development. Staff create a homely environment and all staff know all children and their families. Children's welfare and safety is maintained well as risk assessments are in place to ensure the premises and resources are safe for children to use. Visitors are closely monitored and exterior doors are kept

locked at all times. Children are unable to leave the premises unsupervised at the end of the session or day as staff hand children over to an authorised person.

Children can safely access a wide range of good quality equipment and resources which comply with British safety standards. These are mostly stored at children's height and are available from tables and the floor according to the children's age and type of play. For example, most toys for babies and toddlers are set out on carpeted areas to encourage them to reach out and make choices. Older children can move safely around the premises developing their confidence and ability to make choices. Resources are checked before and after use by staff and children are learning to be responsible for their own safety because they are made aware of rules and boundaries and are reminded of expected behaviour. Pre-school children learn to bring toys and activities which are broken, to a member of staff so they can be discarded. Children learn to handle toys with care and put them back onto the table if they drop onto the floor to prevent a tripping hazard. Children's safety is maintained during outings as staff implement clear procedures. Buggies and reins are used depending on the child's age and older children learn how to cross the road safely, therefore, they develop an awareness of how to keep themselves safe when off the premises.

Children are safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. They understand their responsibilities for reporting this type of concern and are aware of the Local Safeguarding Children Board reporting procedures. Children are cared for by adults who are vetted and have relevant experience, knowledge and skills. This information is kept and staff demonstrated through discussion that robust procedures are in place. Clear procedures ensure children are never left alone with anyone who has not had a suitability check. Therefore, children's welfare is protected at all times.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled, confident and happy within the nursery because staff endeavour to create a homely environment. As a result, children separate well from their parents and carers. They are greeted warmly by staff who show they are interested in them. Staff listen to what children have to say and demonstrate a good awareness of their individual needs. Children are eager to help staff with tasks such as tidying up or serving snacks. They are constantly praised for their help and, consequently, children have good self-esteem.

Children engage in a good range of meaningful activities and experiences. Babies and toddlers learn to use their senses by feeling different textures, such as, sand and cornflour play. They look at their expressions in the mirror and play with musical and sound toys. Staff are skilled and effectively support baby's early attempts at communication. They encourage younger children to become vocal through imitation and help them to begin to use appropriate language and gestures to communicate their needs. Staff have a sound knowledge of 'Birth to three matters' framework and have generally implemented it for this age group. Babies and toddlers receive good opportunities to enhance their development through effective interaction with staff that provide a range of developmentally appropriate activities and resources. They do not, however, use their knowledge of children and the observations they have made in the daily diaries to plan the next steps in their learning. As a result children may not be appropriately challenged.

Children spend their time purposefully. They eagerly participate in a good range of stimulating planned activities and are confident to initiate their own play, independently accessing a wide range of resources. Children enjoy constructing models and experimenting with water. They listen to stories and excitedly pick their favourite songs to sing. All children's care needs are effectively met because staff know all of the children well and maintain their individual routines. Children receive lots of cuddles and are regularly shown affection.

#### Nursery Education.

The quality of teaching and learning is good. Children are making sound progress in all areas of learning. The member of staff responsible for pre-school aged children provides a well planned, balanced curriculum. She has a clear understanding of the stepping stones within the foundation stage curriculum which help children to make progress in their learning. Children are effectively supported to reach their full potential as good use is made of time and resources. They are provided with free and structured play, focussed activities and use everyday experiences to help children learn. Consequently, children have time to consolidate their learning and are challenged to develop these further. Children's starting points are known and they are assessed when they enter the foundation stage to determine their current stage of learning. Ongoing focussed observations take place. Activities have clear learning outcomes and the children's assessments are used to inform future planning. Children's achievements are shared with parents, therefore, they are kept well informed and become actively involved in their children's learning.

Children are becoming independent as they self-select activities and confidently ask for those they cannot reach. They are sociable and show an interest in what is going on around them by asking questions and joining in conversations. Children are familiar with the routines and move freely around areas. They have formed friendships and share and take turns with resources. Children are confident speakers and use language effectively to express their thoughts and explain what they are doing. More able children independently write their name and can link sounds and letters. They recognise letters, for example, a child knew that grandma and granddad started with the same letter and identified the names of family members from letters on the keyboard. Children freely access writing resources to draw, write and make lists. This encourages children to notice print and understand writing for different purposes.

Everyday experiences are used to develop children's mathematical learning. At meal times children count how many children are in the group and how many knives and forks are needed. Children can identify many shapes and name colours from descriptions, such as, this is the colour of the dog in the Clifford story. They experiment with water and learn which objects sink and float. Children grow vegetables in the nursery garden which they have picked and prepared for meals and snacks and learn to care for plants by watering them. Children have visitors from the community such as the police, fire service and a librarian and they also regularly walk in the local environment, therefore they are able to find out about features of the natural world .

Children have limited access to programmable toys and equipment to develop their information technology skills, therefore, they are not fully enhancing their knowledge and skills in this area of learning. They have good opportunities for art and craft activities. Children draw and paint freely and mould and model with play dough. Music and movement activities regularly take place and children enjoy their dance and exercise sessions with 'Jo Jingles'.

## **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are cared for in a calm, caring atmosphere by staff who have a high regard for the children's welfare. They show commitment to working and playing with the children by good interaction and joining in with their spontaneous play. Consequently, children feel welcome in the nursery, therefore developing a sense of belonging, which promotes their self-esteem. Resources and activities are organised to encourage older children to independently access these. As a result children make informed choices and learn to take some responsibility for their play and learning.

All children are treated with respect regarding their individual needs. They have a good range of opportunities to learn about the wider world in which they live by accessing resources which promote positive images of people in society. For example, dressing up clothes, books, jigsaws, multi-cultural dolls and equipment in the role play area. As a result they develop their knowledge and understanding of other cultures and traditions. Children celebrate special days and festivals by discussing the occasion, making cards or drawing pictures and tasting food from different countries. Children made dragon pictures for Chinese New Year and in celebration of Diwali were shown how to put a sari on correctly by a relative of a child attending the nursery. Children learn about children in need as they actively fundraise to support charities. For example, they dress up and wear red noses for comic relief and have participated in sponsored walks.

Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. Children with learning difficulties and/or disabilities are recognised and their needs met sensitively. A policy is in place regarding special needs which details how the service will be provided to children. Good levels of support ensure that all children are included and receive individual attention so that their needs are effectively met.

Children are aware of rules regarding behaviour because they are gently reminded of expected behaviour. They are aware of their own needs and respect the needs of others because they discuss their feelings and when they are being unkind to another person they are asked to say sorry. Children are responsive to their requests. Strategies for managing behaviour are effective and in the main children are well behaved. They respond positively when praised and learn to play co-operatively with others. Staff are consistent in the management of behaviour and take into account different levels of development.

Parents are kept well informed about the service provided as they receive a prospectus at induction which includes policies, procedures and information about the nursery. Further relevant information is shared by displaying notices and regular newsletters. Parents are kept informed of what their children are learning as planning is displayed outside their room. Children's routines and achievements are frequently discussed and daily diaries are completed for all children. Good communication means children's current care needs are identified and met. Documentation shows parents are happy with the care their children receive. Thank you cards and compliments are plentiful.

Partnerships with parents and carers is good. This promotes children's learning and care because they are informed of their children's progress and achievements and the Foundation Stage is effectively implemented. Parent's views and opinions about their child's current stage of learning are taken into account through discussions, meetings and allowing parents access to their children's records at any time. Staff are pro-active in encouraging parents to extend their

children's learning at home. For example, children and parents are encouraged to bring in items from home for specific topics.

## **Organisation**

The organisation is good.

The effective organisation ensures that children are cared for by qualified and suitable staff. The environment, time and resources are organised well to provide children with a good range of developmentally appropriate play and learning opportunities. Children are cared for in a friendly atmosphere by staff who interact effectively with them to support their development, play and learning. As a result children feel safe and are happy and settled. Children move freely around the nursery and access a wide range of educational activities and resources.

Children's welfare is maintained as the provider implements clear procedures for the recruitment and vetting of staff to ensure their suitability. Staff are friendly, motivated and committed to working together as a team. They are deployed effectively to ensure that children receive a good level of interaction and supervision. Staff meetings and appraisals are regularly held which enables staff to identify their training needs and personal goals. Clear policies and procedures are successfully implemented and shared with parents.

Leadership and management is good. The manager and deputy are good role models who are involved in the day to day care of the children. Consequently, this builds a good team who are committed to improving the outcomes for children through the Foundation Stage. However, there are missed opportunities to enhance children's development in information technology and how things work. Staff have access to the early years training programme which supports their continuing professional development. They spend quality time playing with and helping children learn. This contributes to children's care, learning and play. Overall children's needs are met.

## **Improvements since the last inspection**

### **Nursery Education**

At the last inspection the provider agreed to further develop planning using observations and assessment of children's progress, plus information from parents, to ensure that the next steps of learning are identified, to create further experiences for number work and simple problem solving and the recognition of letters and sounds in everyday situations and planned activities, and to increase opportunities for the development of large muscle skills.

Staff have undertaken training and put into practice a new system of observation and assessment which is more detailed and enables parents to comment if they wish. This information is used to inform planning and identify children's next steps in their learning. Therefore, positive steps have been taken to ensure that children's individual learning needs are met. A notice board has been displayed to inform parents of topics and daily activities that children have taken part in. Parents have easy access to daily diaries. As a result, they are fully informed of their children's progress. Staff training and the revision of planning has ensured that children have further experiences for number work, simple problem solving and the recognition of letters and sounds in everyday situations. Staff have attended workshops on how to use maths in everyday situations. Resources, such as, tape measures, jugs and number games have been added to existing equipment. Staff have implemented physical activities into daily planning along with outside play. Children have good opportunities to dance, play parachutes games and are learning

to balance and climb on outdoor equipment. Consequently, children are making good progress in these areas.

## Care

At the last inspection the provider agreed to ensure the accident records included full details of the place of incident and witnesses and to ensure that the child protection policy included the action to be taken if the allegation is about a member of staff. The provider has changed the way in which accidents are recorded to include this information and reviewed the child protection policy to include a statement regarding allegations made against staff. Therefore, children's welfare is appropriately safeguarded.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- use observations and assessments to plan the next steps for the learning and development of young children

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's awareness of the technology around them by making the technological equipment more easily accessible to support their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)