



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN EY227489

DfES Number: 557814

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Mes Enfants
Setting Address	195 Leicester Road Grobby Leicester Leicestershire LE6 0DT

REGISTERED PROVIDER DETAILS

Name	Mrs Jacqueline Goode
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mes Enfants Day Nursery opened in September 2002. It operates from a purpose built annex to the home of the owner. The day nursery serves mainly the local area.

There are currently 35 children aged from 6 weeks to under 8 years on roll. This includes 14 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 nursery is open from 07:30 to 18:00 Mondays to Fridays excluding statutory bank holidays and Christmas. There are nine appropriately qualified members of staff working regularly with the children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mes Enfants provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development, creative development, and knowledge of understanding of the world is very good.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage, seen through the range of interesting activities which are presented in a variety of ways. The effectiveness of curriculum planning for all children is generally good, although children do not always practice simple mathematical problem solving and use spontaneous letter sounds as they play. Opportunities for play which develops large muscle skills are limited when the garden is not used.

The system for child observation and assessment does not always show how it influences the planning for children's progress, although staff know the children well and are able to offer appropriate challenge. Staff's use of time and other resources is good. They manage children's behaviour well and have good relationships with them. Staff provide children with a good level of support, according to their individual needs.

The leadership and management is generally good overall. Staff induction and appraisal systems are well developed, with a commitment to staff training and to working together as a team. Evaluation systems are in place with the aim of ensuring that the quality of their practise is continually improved. Advice is taken on developing planning and assessment.

The partnership with parents and carers is generally good. Parents are provided with good quality information about the nursery education, routines and activities, and how to support and extend their child's learning at home. They are encouraged to share what they know about their child and their progress, however there is no system in place to record or use this information to influence planning.

What is being done well?

- Good attention is given to building caring and sensitive relationships with the children. Good behaviour is valued and encouraged and children are treated with respect and kindness. Staff are sensitive to children's individual needs and act as positive role models.
- Children's natural enthusiasm is fostered well through the range of activities during the day, with a good balance of adult-directed and child-chosen activities, which allow children choice and opportunities for free expression.
- Children's skills of exploration and enjoyment are being developed with

attractive displays and resources being used well to help create a stimulating learning environment. These provide good opportunities in the area of knowledge and understanding of the world and for creative experiences.

- Leadership and management systems show commitment to maintaining the good quality of the provision. The staff are encouraged to undertake training and to take responsibilities. They work together very well as a team and create a happy and purposeful atmosphere.

What needs to be improved?

- planning; continue to develop by using observations and assessments of children's progress, plus information from parents, to influence planning for children's future learning
- the consolidation of numbers and mathematical concepts, and the recognition of letters and their sounds through everyday routines and chosen activities.
- the opportunities for children to choose play to develop large muscle skills during the free-play sessions.

What has improved since the last inspection?

Not applicable as this is the first inspection of the provision of nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence and independence as they move around the activities. They persevere for good lengths of time in self-chosen and adult-led activities. Children show pride in their achievements. The interaction between children and adults is very good, and children play cooperatively with each other. Children behave well, within defined limits, and show care and concern for others. They develop an awareness of other cultures through an interest in festivals and the people they meet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently, they listen and take turns in conversations. Language is used for a range of purposes, such as asking questions, sequencing stories and singing rhymes. Children express what they are doing and how they feel. They understand that written words convey messages, and they enjoy looking at books. Early mark-making skills are good. Most children recognise the initial letters of their names and their sounds, although they do not always practice the sounds as they play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and count reliably numbers 1 to 10 although they do not count often in everyday situations. More able children are able to problem solve, as they do simple addition and subtraction in games and action rhymes. They are beginning to understand shapes such as squares, circles and triangles, including 3D shapes, which they recognise in their environment. They make patterns and sequences as they use pegboards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good awareness of the natural world around them and of the changing seasons. They explore actions and reactions using a variety materials. Children are adept at using the computer and other technology. They talk with interest about past events in their life-time and by looking at photos. The environment and local community are explored for learning experiences. Their awareness of other cultures and the beliefs of others is developing through taking part in celebrations.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children explore a variety of ways of moving, although they do not always have choice to develop large muscle skills. They show confidence and good control as they use wheeled toys and apparatus, do exercises, and play ball games. Children handle an interesting range of materials, tools and small equipment, and their manipulative skills are good. Older children show a good awareness of their own physical needs through good hygiene practices and topics on their bodies and food.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy taking part in role-play, and work imaginatively with small-world resources, sand and water, foodstuff and other materials. They draw and paint freely and have access to materials to make their own designs. Children explore with enthusiasm a range of sensory experiences throughout the activities, and talk confidently about their feelings and experiences. They explore sound with a range of instruments, and listen to music and sing for enjoyment.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- further development of the planning using the effective system of observation and assessment of children's progress, plus information received from parents, to ensure that the children's next steps for learning are identified
- create further experiences for number work and simple problem solving, and the recognition of letters and sounds, in everyday situations and planned activities
- increase the opportunities of play for the development of large muscle skills as a choice of activity on a regular basis.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.