

Mes Enfants

Inspection report for early years provision

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Inspector

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Setting address

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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).

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

Mes Enfants Day Nursery was registered in 2002. It operates from a purpose built building adjoining the owner's home in Groby, Leicestershire. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round, except for closure during Christmas; from 7.30am until 6pm. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 20 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 43 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of child care staff, two of whom hold Early Years qualifications to Level 4 and seven to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and uniqueness are acknowledged by staff who poses a secure understanding and implementation of the Early Years Foundation Stage. Children are cared for in a nurturing environment where they remain safe through vigilant procedures maintained within the setting and outdoors. Well-established systems for self-evaluation demonstrate a strong sense of commitment to drive further improvement. Outstanding relationships with parents, carers and other professional agencies effectively promote and maintain children's health, welfare and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to ensure staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- update procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

The effectiveness of leadership and management of the early years provision

The setting is effectively led and managed as those in charge identify strengths and strive for improvement through effective evaluation processes. Children's safety is highly regarded and staff are knowledgeable regarding safeguarding

issues and the procedures to follow, should they have concerns about a child in their care. However, although the policy includes action to be followed in the event of an allegation being made against an adult working on the premises this is not fully aligned to current legislation. Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience, are suitable to work with children and consequently impacts on the quality of the care they receive. A robust appraisal system monitors staff working practice and effectively addresses further training and development. However, this lacks the inclusion of systems to confirm their ongoing suitability.

A consistent staff team work extremely well together to ensure day-to-day routines are efficiently managed. This provides children with a safe and nurturing environment where their uniqueness is recognised to effectively meet their individual needs.

Children are cared for in age-appropriate rooms where their transition through the nursery is led by their readiness and developmental progress. The transfer of information between key persons is managed exceedingly effectively to ensure consistent care for children and excellent support for parents and carers. All areas are extremely well resourced to provide children with interesting and exciting experiences to encourage their learning through enjoyable play opportunities.

Excellent communication channels and partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. Documents are diligently established with parents and daily discussions and individual diaries aid highly effective communication. They are kept well informed about their children's progress, sharing and adding to children's extensive and detailed learning journeys to work in partnership to support ongoing development. Parents acknowledge their involvement within the nursery and speak exceedingly highly about the management and staff.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. A robust commitment to equality and diversity ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child with additional needs. Excellent links with local schools and those in surrounding villages are established to aid a smooth transition as children move on in their education.

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

Children make outstanding progress towards the early learning goals in an environment which promotes self-selection as children confidently steer their own play. Older children are independent in their personal care, knowledgeable about hand washing 'to get rid of germs'. Children's progress is promoted through active learning. They participate in gardening activities to grow vegetables and strawberries, eagerly recalling lettuce and cucumber eaten for tea and wetting staff as they used the hose spray to water the produce.

Babies receive care in a visually stimulating room with a wide range of resources to promote early development. Consistent hygiene routines, including the use of gloves and aprons during changing procedures minimise the risk of cross-infection and baby's health is actively promoted through parental provision of nappies and creams to ensure they use familiar products. Staff plan flexibly to provide easily accessible resources, including hand activated toys and those to develop hand-eye coordination and physical skills.

Much emphasis is placed on children learning through innovative play opportunities. Children re-enact stories including The Three Little Pigs where dressing up clothes were used and roles taken in play houses in the garden. Creative work depicts their involvement in attractive wall displays and reflects appropriate age and stage development. Children are eager to share their achievements describing paintings of elephants which have 'been in the river to wash off the paint' relating to a very well narrated story they have previously listened to. Younger children use glue spreaders with developing dexterity to produce sticky pictures using resources including glitter. They cover model elephants in shaving foam to re-enact the story, washing this off to reveal their natural colour.

Emerging writing skills develop as children follow intricate patterns and their efforts in early letter formation are acknowledged by staff. A child reads this below his highly recognisable picture which he has copied from a book. This says 'combine harvester, tractor, sun and sky' he announces and repeats this later to another staff member pointing to each mark to depict his words.

Children develop skills for the future using the laptop computer, operating cameras to record their play and building confidence and self-esteem as they confidently interact with peers and staff. Self-help skills are fostered as children fasten their own shoes asking for support when needed. Older children spread fillings on sandwiches at tea time and play an active role in their environment sweeping up sand and helping staff.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns when playing with toys and develop an awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value themselves and others. They take part in various activities, supported by staff and parents to celebrate in a range of special events and festivals. Szaloncuker, a Hungarian Christmas tradition and a forthcoming 'Hungary Day' and Lebanese festivals enable children to gain knowledge and understanding of the wider world.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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