

Inspection of Mon Ami Children's Nursery @ 84-86 Woodville Road

84-86 Woodville Road, Boston PE21 8BB

Inspection date: 9 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident, and engaged learners. Their positive attitudes to learning have developed because the staff are attentive and receptive. Children spend long periods of time involved in activities that they enjoy. Staff play alongside children, skilfully supporting their learning and development across a wide range of subjects. This is seen as a group of pre-school children gather around the water tray. Staff ambitiously consider what new words to teach children. They name a walrus, squid, and coral. Children are subtly corrected by staff when they misidentify a whale as a dolphin. These teaching strategies promote children's rapid and varied vocabulary development and understanding of the world. Staff challenged children to compare the number of legs that an octopus has with the number they have. Children show that they understand the concept of 'more' during mathematical discussions.

Children are given opportunities to learn how they can keep themselves safe. During outings, staff teach children about road safety. At snack time, staff support older children to use safety knives as they cut up and prepare their own fruit. Children use real crockery in their role play. They learn how to carefully handle breakable items, enabling them to transfer this knowledge and skill to their time at home.

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

- Leaders and managers design a curriculum that is flexible and adaptable to the changing needs of children who access the nursery. Currently, there is a big focus on supporting children's personal, social, and emotional development as the nursery welcomes a group of new children and staff. Staff provide activities such as obstacle courses, through which children work as a team, problem-solve and develop new friendships.
- Staff use effective assessment methods to confirm that children are making progress. Through these, staff identify any emerging gaps in children's development. When gaps are found, leaders and managers act quickly to make sure that children receive the support they need. Ongoing assessments are evaluated often, influencing staff decisions when deciding what children need to learn next.
- Staff consider the learning opportunities available to children throughout all aspects of their daily routine. This means that children's learning and development are promoted continuously. For example, babies are given the time they need to walk or crawl to their nappy changing area, rather than staff carrying them. This supports their developing physical skills.
- Staff think about what they can do to support children's growing independence to help them to get ready for school and beyond. Toddlers begin to serve their

own food at lunchtime. Pre-school children practise how to work different fastenings during activities, such as zips and buttons. Children are developing self-help skills so that they can approach tasks in their day-to-day lives with confidence and ability.

- Leaders and managers use effective performance management systems to support staff's positive well-being and continued professional development. Staff report being happy in their roles. Training focuses on what staff need to learn so that they can do their jobs well and maximise children's learning and development outcomes. For instance, some staff are trained in understanding and supporting specific learning needs. Other staff have learned basic sign language to help to promote children's communication skills. Staff are motivated and feel valued.
- Parents speak highly of their children's care. They comment that their children are making progress in their learning and are happy. Staff work closely with parents to support children's development at home. That said, further work is needed to ensure that all parents fully understand the nursery's suggestions around important topics, such as healthy eating.
- Children's behaviour is generally good, and any incidents of unwanted behaviour are developmentally expected. Nevertheless, sometimes, staff are not clear about their expectations of children when they approach a new activity. This means that children are occasionally corrected on their behaviour during their play when staff could put preventative strategies in place from the onset.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop ways of sharing information with parents so that they are fully informed about their children's care and are given ideas of how to best support their learning and development
- support staff in making sure that children are clear about expectations when approaching a new activity.

Setting details

Unique reference number	EY545194
Local authority	Lincolnshire
Inspection number	10325899
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	92
Name of registered person	La Compagnie Mon Ami Limited
Registered person unique reference number	RP545193
Telephone number	01205 319499
Date of previous inspection	10 December 2018

Information about this early years setting

Mon Ami Children's Nursery @ 84-86 Woodville Road re-registered in 2017. The nursery employs 15 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7am until 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The management team and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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