

Claverdon Village Nursery

Inspection report for early years provision

Unique Reference Number	EY361972
Inspection date	27 November 2007
Inspector	Anne Felicity Taylor
Setting Address	Station Road, Claverdon, Warwickshire, CV35 8PH
Telephone number	01926 842 018
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Registered person	Claverdon Montessori Nursery Limited
Type of inspection	Integrated
Type of care	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.

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?

Claverdon Village Nursery opened in 2007. It operates from part of the community buildings in Claverdon, Warwickshire. It has been specifically converted for nursery use and consists of three main play rooms and additional facilities including spacious hallway, office, kitchen and toilets. A maximum of 43 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from seven months to under five years on roll. Of these, 16 children receive funding for early education. Children come from the village and neighbouring towns and the rural area. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, over half hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All the nursery children enjoy a wide range of physical activities both indoors and outdoors that contribute to their health and well-being. They benefit from having easy access to the garden with a paved area, safety surface and bark and soil areas. This enables children to explore and investigate as they dig and shovel in the soil and to develop their skills pedalling and manoeuvring 'pushchairs'. They enjoy the active participation of staff as they develop simple exercise routines, hopping, skipping and running around a specific area and use hoops for rolling and jumping. Older children move safely and confidently indoors and outdoors and staff support the physical development of the younger children well, as the babies and toddlers learn to crawl and walk. Babies and older children go for local walks, developing their knowledge of the community and getting plenty of fresh air.

Children throughout the nursery learn the importance of good personal hygiene routines with the consistent support of the staff. They begin to understand about having clean hands before they eat. Younger children 'chat' as they have their nappies changed, learning about keeping clean and observing the good example set by the staff. Pre-school children learn about healthy living and eating through discussion and projects, for example, healthy snacks. A comprehensive health and safety policy is in place which is easily available to parents, including information about infectious diseases. Parents are well informed about any events during the day as appropriate procedures are carried out, for example, accident recording. Consent for the administration of medication is in place and parents are fully aware of any medication administered because they sign the daily record. Medication is stored safely. Children are cared for well if they have an accident or become ill because many staff hold current first aid training. First aid boxes are generally stocked well. However, the procedure to replenish boxes is not always carried out meaning that some emergency equipment may not be readily available.

Children are very well nourished and enjoy the healthy and varied diet offered. They can have three meals a day plus regular drinks and snacks. All food is cooked on site from fresh ingredients. Food is stored safely as refrigeration temperatures are monitored and recorded and cleaning schedules ensure the kitchen is a healthy environment for food preparation. The nursery recently achieved a Gold Award from environmental services. Pictures and posters promote discussion about healthy eating. Children enjoy chatting to friends and staff at meal times and they confidently request second helpings of pasta with tomato and bacon sauce. Morning and afternoon snacks are offered to all the children, with a drink, fresh or dried fruit or a home made savoury snack, for example herb scones. Older children are regularly involved in helping to prepare food, increasing their interest and enjoyment, for example, making sandwiches for tea. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. All weaning foods are prepared daily to meet each baby's requirements. Daily menus are always displayed.

Children's individual needs regarding sleep and rest are met well, for example meal times can be flexible to allow younger children to eat a little later to accommodate their needs. Children are comfortable on beds or in cots with individual clean bedding. Children sleep safely with close staff supervision, regular checking and recording.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, secure, and generally safe environment. They develop a good awareness of all areas of safety as they discuss safety indoors, for example, 'careful sitting' to avoid hurting others. In all areas of the nursery children are provided with appropriate equipment to meet their needs, for example, high chairs with restraints. Effective procedures are in place for staff to check and clean all equipment and toys regularly ensuring it is all suitable and generally safe for the children. The use of plastic bags for storage creates a risk to the children's safety. Thorough staff deployment and rota systems are in place enabling staff to be vigilant about children's safety. Well-maintained risk assessments are in place.

Children are kept safe because vetting procedures and induction are in place for all staff and students. Children's well-being is a priority and staff ratios are always maintained. Very good security procedures ensure that all visitors are monitored and accurate registers of staff and children are kept. Fire exits and evacuation plans are in all areas and fire safety equipment is checked regularly. Fire evacuations practise does take place and is recorded. However, the number of practises does not comply with the written safety policy, which may be misleading for parents and new staff.

Children are protected from abuse or neglect. Senior staff take a lead role for child protection and staff attend training and appropriate policies and procedures are in place. Child protection is part of the induction process for new staff and students. Generally, all staff are aware of the signs to look for and the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is good.

All through the nursery children are confident and happy in their age groups. Staff organise and prepare interesting activities for each day and follow flexible routines and therefore children are busy and feel secure. Children display warmth and affection for their friends and staff in their base room. Staff reciprocate appropriately and children receive lots of love and cuddles and therefore feel valued and cared for. In some areas the key worker system is effective and parents are comfortable to approach their child's key worker to exchange information.

Children under two years old are very well supported by staff as they develop. They are offered opportunities to crawl comfortably and extend their walking skills. Staff encourage and support babies as they learn to roll over and display their delight as it is achieved. Babies are fascinated as they respond to musical toys and enjoy 'turning the pages' to create new sounds. They are excited as 'animals' pop up in response to their touch. Babies benefit from the knowledge staff have of them and good use is made of the 'Birth to three matters' framework. Their individual needs regarding bottle feeds, meals, nappy changes and sleep are met well through the strong links in place with parents and the sensitive care offered by staff. Appropriate activities are offered and staff are skilled at planning the next steps for a child as they assess development.

Toddlers are becoming confident communicators, discussing colours and counting shapes as they post them into the shape sorter. They are learning to treat books with respect and enjoy looking at them alongside friends with appropriate staff support. Children concentrate well and use their imaginations freely with a wide range of creative materials, for example, making igloos for a Winter display using glue, tissue and glitter. They are delighted and proud of their work, which enhances their self-esteem. Children are enthusiastic as they take part in indoor

physical play. They jump into and roll around the ball pool having lots of fun. The daily routine generally meets the needs of the toddlers. However, planned staff-led activities sometimes restrict the free play available to the whole group, limiting the play opportunities and choice.

Nursery Education

The quality of teaching and learning is good and children are progressing well through the stepping stones towards the early learning goals. The pre school room in the nursery is developing learning through play alongside some strong aspects of the Montessori method. Staff are experienced and have a good understanding of the Foundation Stage and are developing effective, flexible planning. This enables children's interests to be followed and activities to be adapted well to meet the children's individual learning needs. Staff observe and record children's achievements and these are transferred to attractive development records. These records and regular staff discussion ensures that children's learning needs guide the planning. Therefore, children needing more challenge or additional support have their learning needs met well. The routine that is in place generally meets the children's needs and all staff are consistent when encouraging positive behaviour. Children are praised and encouraged in all their endeavours and behave very well.

Children are comfortable in their surroundings, coming in happily and with anticipation of the activities they will be taking part in. They confidently select their own choice of play from well-organised open shelves, nearly always remembering to put their equipment away when they have finished. Staff display skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere, for example, as children complete puzzles with varying degrees of difficulty. Children play cooperatively and learn to be helpful to others as they assist staff to lay tables at lunch time. Visits in the village enable children to develop an understanding of their locality and culture, for example, to the post office and community shop.

Children are excited and relish the story tape and book they choose, 'Charlie and Lola', and join in enthusiastically with 'We're Going on a Bear Hunt'. There are reference books to support displays around the pre school room. Therefore, children learn how to use books and enjoy them. However, the variety of books available to the children is basic, limiting the children's choice and experience of books and sometimes the daily routine means that children do not hear the end of a story. Staff display skill extending the children's vocabulary as they play and chat. Speaking and listening skills are a priority and children speak confidently telling their news to their friends and the staff. They are learning to be considerate when listening to others. Some labelling and the use of letters in activities, for example, playing rhyming lotto, ensures that the children are developing some early reading and writing skills. However, opportunities to write and recognise their own names and to write for a purpose are rare, limiting the children's learning.

Effective teaching ensures that children have fun beginning to understand numbers and simple sums, for example, as they count, adding and subtracting, jumping in and out of hoops outside. They count confidently at register time and learn about the use of numbers with height charts. They recognise and create patterns using stacking rings and large beads, effectively increasing their understanding of simple mathematics. Counting and mathematical language are used during routine activities, for example, when lining up to go outside.

Children benefit from a wide range of opportunities to explore and observe change, for example, they are involved in making pizza for their meal. They extend their knowledge and understanding

of the local community and environment through local walks and visits to community village facilities and learn about the wider world as they celebrate a variety of festivals. Children learn about living and growing as they look after pet fish and develop a wormery. They use a variety of tools and materials to make models from recycled materials, solving problems and creating very interesting displays, for example, a space ship.

The many valuable and interesting opportunities that children are offered in creative development ensures they generally use their imaginations freely and express their feelings with confidence. They look forward to developing a 'Winter Wonderland' imaginative role play area, but the lack of an interesting domestic role play area sometimes restricts the children's imaginative play. They enjoy using Play-Doh and work together well completing a big painting. They are engrossed as they play imaginatively with small world figures and concentrate well completing individual art works, for example, colourful paintings of transport. Children are enthusiastic as they practise their Christmas celebration songs and respond very well to imaginative play outside as they 'put up the tent and have a picnic'.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals by all the staff. They develop positive attitudes to others following the example set by all the staff. They learn about their local community and the wider world through visits and projects, for example, festival celebrations. Children have access to play resources and pictures that show positive images of culture, ethnicity, gender and disability. A written policy on equal opportunities is in place and there is a designated member of staff. However, the role of promoting all aspects of equal opportunities is not clear which means that some opportunities for children may be missed.

Children's individual needs are met, with staff knowing the children and their families well and constantly exchanging information with parents. Children's progress and achievements are observed and recorded during the daily routine ensuring their ongoing care and learning needs are met, for example, individual planning. Staff have experience of children with special educational needs and there are sound arrangements in place to meet their needs. Children are encouraged by staff to take turns, share and to be considerate and helpful, always tidying away their activities. Therefore, the children's social, moral, spiritual and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age-appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered and their self-esteem is boosted as they are 'helpers' at lunch time.

The partnership with parents and carers is satisfactory. In some areas of the nursery, through the key worker system, children benefit from the strong, open relationships between parents and staff. This effectively develops the involvement of parents in all aspects of their child's care. However, the key worker system for older children is not always good and parents are unsure about the role of key worker or who their key worker is. This restricts the exchange of information between staff and parents. Parents are not always aware of the planning that is in place and the activities their child is completing. This means that parents are not fully involved in their child's learning.

Organisation

The organisation is good.

Children develop well, have lots of fun and learn effectively with the good care and the quality and range of activities offered in all areas of the nursery. Staff continually monitor and evaluate activities, adapting them when necessary to promote effective learning. Leadership and management are good and staff are encouraged to complete short courses and add to their qualifications, ensuring an up to date knowledge of developments in early years, for example, the Early Years Foundation Stage. Regular staff meetings for planning the children's curriculum and their own training supports the staff in their work. Generally, staff are aware of their own responsibilities and the role of designated members of staff.

The welfare of the children is the highest priority in the nursery and all staff work as a team to meet all the needs of the children. Babies and children, including those needing extra support, receive a lot of individual attention because the ratios of staff to children are always maintained. The organisation of the play areas ensures that all the children have plenty of interesting play space indoors and outdoors. Children are comfortable and confident as they are cared for and learn well within the flexible routine.

Generally effective procedures and policies support the staff in working successfully with parents and children. Children benefit as their family is welcomed into the setting. Where a weakness is identified the staff and management work together to improve the particular area, always striving to improve their practice and the service they offer. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure practice is a true reflection of policy with regard to fire evacuation, contents of first aid boxes and the use of plastic carrier bags for storage
- review routines in the toddler and pre school rooms to enable children to take full advantage of all play and activities
- ensure all staff are clear about their own additional responsibilities and those of other senior staff.

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 more opportunities for children to recognise their own names, write for a purpose and have free access to a variety of good quality books
- develop additional opportunities for imaginative play
- enable parents to become more involved in their child's learning with regard to information about the curriculum contents and planning and the key worker system.

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