

# Claverdon Village Nursery

Inspection report for early years provision

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**Unique reference number** EY361972  
**Inspection date** 04/01/2011  
**Inspector** Carol Johnson

**Setting address** Station Road, Claverdon, Warwickshire, CV35 8PH

**Telephone number** 01926 842 018

**Email**

**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

Claverdon Village Nursery opened in 2007. It operates from part of the community buildings in Claverdon, Warwickshire. The setting is privately owned and managed and follows the Montessori philosophy. It has been specifically converted for nursery use and consists of four main play rooms and additional facilities including conservatory, spacious hallway, office, kitchen and toilets. A maximum of 63 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 93 children on roll who are within the Early Years Foundation Stage. Children come from the village and neighbouring towns and the rural area. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at Level 3 or above and two staff hold a Level 2. The nursery also employs several additional support staff, including a cook and an administrative assistant. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they enjoy interesting and stimulating activities which enthuse and encourage them to learn. They benefit from inclusive attitudes and high quality staff interaction. Many aspects of children's welfare are promoted with success and children show that they feel extremely safe and secure. Good relationships exist between staff and parents and the nursery is highly committed to working in partnerships with other professionals. The nursery demonstrates a strong capacity for improvement and effectively uses self-evaluation to monitor practice and help promote successful outcomes for children.

## What steps need to be taken to improve provision further?

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

- develop learning and development records and extend strategies that encourage parents to contribute to their child's learning and development record and involve them in children's learning at home and in the setting.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded. Staff demonstrate a good knowledge of child protection procedures and are clear with regards to their individual and collective roles and responsibilities. Security is excellent and additional safety features such as a password system and the use of closed circuit television help to enhance children's welfare and safety. Risk assessments and daily safety checks help staff to identify and minimise potential safety issues and a collection of clearly written and easily accessible policies and procedures inform staff and parents and reinforce good practice. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who actively strive to make the nursery attractive and welcoming to all. Staff have attended a variety of courses to enhance their knowledge and understanding of childcare related subjects and they regularly meet with other childcare professionals to share good practice and exchange ideas. Regular communication between staff and management means that good practice and the desire to make the nursery the best that they can is actively encouraged and shared. Reflective practice is ongoing at all levels and the views of parents and the whole staff team have helped to inform the setting's self-evaluation form. Recommendations raised at the last inspection have been fully addressed and recent improvements to the premises have greatly enhanced the environment and the setting's ability to be inclusive for all.

Children clearly benefit and thrive as a result of the setting they are in. They have plenty of space to play and rest and the environment is very attractive and conducive to both learning and having fun. High quality furniture, equipment and resources are in place and these are suitable for the ages of children attending and help to support their learning and development. Children's independence is successfully fostered because a large selection of resources is thoughtfully stored in places that they can easily access. They are encouraged to make choices and tidy away after their play and this fosters responsibility and teaches children to treat resources with care and respect.

Children benefit from the good relationships that exist between their parents and staff. Parents interviewed during the inspection speak very highly of many aspects of the nursery and in particular comment on the warm welcome they and their children always receive from staff. The entrance area contains a wealth of useful information for parents and visitors and regular two-way communication means that there are clear channels for parents and staff to share important information. The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Strong links have been formed with Warwickshire County Council Integrated Disability Service and this means that staff are well equipped to identify and support children with additional needs.

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

Children are happy and having lots of fun. They are making good overall progress in relation to their capabilities and starting points and demonstrate a strong desire to learn and participate in the experiences available to them. Their learning and development is successfully promoted by a staff team who demonstrate a good knowledge of the welfare requirements of the Early Years Foundation Stage and know individual children well. Staff observe individual children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. 'Learning Journeys' are used to record children's achievements and these contain some examples of children's work, photographs and their observation records. However, strategies for sharing these with parents on a regular basis and inviting their contributions have not been fully explored. Staff verbally share lots of information about children's welfare and progress with their parents but do not always exchange ideas as to how learning can be further supported and extended at home and in the setting. Consequently, children's learning potential is somewhat reduced. Staff have recently changed the way that they complete the 'Learning Journeys' and identified that these records are still in need of further development to ensure that they are consistently and effectively completed.

Older children work extremely well independently and with their peers. They happily select resources for themselves and at times eagerly invite others to join in their play. The many skills that children will need in future life are developing extremely well. For example, they are encouraged to wash up and put away their utensils after their breakfast and snack and they show excellent skill at putting on coats and shoes for outside play. Children are developing an understanding of technology and how it is used as they use a range of equipment that includes tape recorders, calculators, torches and programmable toys. Younger children show developing curiosity as they actively explore and investigate resources that include sensory items, shape sorters and creative materials.

Children demonstrate an excellent understanding of health and safety as they learn through a mix of the daily routine and thoughtfully planned experiences. For example, children took part in a road safety day and this topic is routinely and regularly reinforced in discussions and on outings. Regular cookery activities inspire children to try a range of foods and teach them about safety, hygiene and the changes in ingredients when they are cooked. Meals and snacks are very healthy and nutritious and these along with lots of exercise and fresh air contribute greatly to children's health and their understanding of healthy lifestyles. The outdoor area is used by all children on a regular basis and staff cleverly use fun activities outside to promote children's learning. For example, children are learning to link sounds and letters as they hunt for items outside that begin with various letters suggested by staff.

Children show an extremely strong sense of security and belonging within the setting. They are at ease with staff and are familiar with routines and where resources and their belongings are kept. They display excellent behaviour and

manners and staff provide them with good role models to follow. Staff members are kind and caring and children are happy to go to them for comfort, reassurance and support. Children are developing an understanding of diversity in meaningful ways, for example, through easy access to an array of resources that teach them about the wider world and by exploring various religious and cultural festivals.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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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

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