

Claverdon Village Nursery

Station Road, CLAVERDON, Warwickshire, CV35 8PH

Inspection date	18/07/2014
Previous inspection date	04/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teachers provide a good range of adult-led and child-initiated play based activities that cover the seven areas of learning and engage the children through play in active learning. As a result, children are enthusiastic learners who make good progress and are well prepared for school.
- Staff view children's emotional well-being as a core priority. Consequently, children form very close bonds with staff members and are secure and confident.
- Children are safe because staff effectively implement robust safeguarding procedures.
- Leadership and management have developed strong working relationships with parents, schools and other agencies. Because of this, children's learning needs are met and the nursery is continuously improving.
- Positive partnerships with parents and carers ensure that children receive good, consistent care in a nursery that welcomes and actively encourages their involvement in their children's care and learning.

It is not yet outstanding because

- Staff occasionally do not take advantage of rich opportunities to ask open-ended questions to challenge children's thinking skills to maximum levels.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the registered person, the senior deputy manager, the deputy managers and staff and interacted with children at appropriate times during the inspection.
- The inspector toured the premises and observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector conducted joint observations with the senior deputy manager of planned activities with groups of children.
- The inspector examined a sample of documentation, including children's records, learning and development information, staff records and a selection of policies and procedures, including the nursery's plans for improvement.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the views of parents acquired through discussion on the day.

Inspector

Deirdre Lyddy

Full report

Information about the setting

Claverdon Village Nursery opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from part of the community buildings in Claverdon, Warwickshire. The nursery is privately owned and managed. The building has been specifically converted for nursery use. It consists of four large rooms, one of which is a self-contained baby unit and one of which comprises a dedicated Montessori teaching area. There is also a conservatory, an entrance hallway, an office, a kitchen and toilets. The nursery follows the Montessori educational philosophy. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 104 children on roll. The nursery supports children with special educational needs and/or disabilities. It receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 24 childcare staff. Of these, three hold qualifications at level 6, one at level 5, two at level 4 and 14 at level 3. Three additional staff are currently upgrading their qualifications and the nursery's cook holds relevant qualifications for this role.

What the setting needs to do to improve further

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

- enhance the existing wide range of teaching strategies, for example, by asking open-ended questions to support children's problem-solving skills and natural curiosity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of how young children learn and provide activities, which ensure that children become quickly engaged in their play and learning each day. Staff plan the layout of the indoor and inviting outdoor space very carefully. They ensure that the learning activities are broad and balanced across the seven areas of learning. Children choose freely from specific Montessori-inspired materials as well as additional materials. Babies are settled into familiar routines surrounded by favourite soft toys and play materials, which they can touch, smell and feel. Older children are closely supervised when they move around freely within the areas set out for them indoors and outdoors. As a result, children are enthusiastic learners who can actively and confidently explore their environment.

Parents are centrally involved in their children's learning. Before children are first enrolled, their learning needs are fully identified in consultation with parents. Documents, such as the children's learning journeys and computerised development records show that staff regularly and accurately observe and record children's progress. The results of assessment

are shared with parents on a termly basis. Parents frequently comment on and celebrate their children's achievements by writing on cards which are collected in the entrance hall of the nursery. These comments and information communicated daily by parents are included in staff's observation of learning. Weekly planning by staff ensures that the next steps in children's learning are correctly identified and acted on.

Staff remain physically close to babies and observe them carefully. They respond well and talk to babies about what is happening. For example, when a baby points at other children who are friends, staff say the children's names and 'this is your friend'. In this way, babies link the words with their actions and this helps to develop their vocabulary in preparation for the next stage in their learning. Older children enjoy looking at the pictures and print in big books being read to them. Staff reading stories make them exciting by varying the tone of their voices and asking questions, which stimulate the children's interest. Children use actions while repeating sentences, such as 'we're going on a bear hunt'. By linking written and spoken words with actions, children's understanding and enjoyment of language is enhanced. Staff use the Montessori materials well to enhance children's mathematical language as well as to help them to learn to sort objects. For example, when arranging coloured shapes from darker to lighter, children can describe their relative position, such as 'behind' or 'next to' and they begin to recognise subtle differences in colour. Staff use opportunities, such as a group jumping game to develop children's counting skills. Occasionally staff do not grasp rich opportunities to challenge children's critical thinking skills, such as wondering out loud where the balls inserted into a hollow cylinder would go if the cylinder were turned upwards or positioned in a straight line. Consequently, some children are occasionally not challenged in their thinking or to solve problem. In spite of this, all children, including children with special educational needs and/or disabilities, make consistent progress in their learning and development relative to their starting points and are well prepared for subsequent learning.

The contribution of the early years provision to the well-being of children

Children settle very well in the nursery because they make several introductory visits with their parents before they are enrolled. At least two members of staff share responsibility for gathering information about individual children's learning needs and interests. Because of the emphasis placed on gathering and recording this information, staff know the children very well and children's care is sensitively tailored to their emotional needs. Staff stay close by while monitoring children's well-being closely and respond promptly to any issues. Favourite comfort objects from home are accessible and provide further reassurance. Strong relationships are developed and children spontaneously enjoy cuddles and warm interactions. Children are confident and ready to explore and learn because they feel so secure.

Children are safe because they are closely monitored at all times indoors and outdoors. Members of staff stay with children of all ages while they are sleeping. Staff manage transitions within the nursery very carefully. Babies are gradually introduced to the other rooms in the nursery when carried by staff who speak to them gently about what is taking place. Pairs of toddlers hold hands and are well supervised when moving from their room to play outside. Staff help children to learn about keeping safe. For example, they help

them to apply sun cream and to wear hats while talking to them about protecting themselves from the sun in hot weather. Children develop an excellent understanding of the importance of exercise because they participate in activities out of doors on a daily basis. Staff encourage children to try new activities and to judge risks for themselves, such as when negotiating an outdoor obstacle course.

Children show good table manners when eating lunch and snacks. They know when to say 'please' and 'thank you' because staff have clear expectations and set good examples. Children competently feed themselves and clear away their crockery and cutlery to a low-level washing up area. Children also show good self-management skills when they tidy up the toys they are using and return them independently to allocated shelves. Children's developing independence is well supported by staff who provide good guidance and give them time to complete tasks. Children keep themselves and others healthy by learning to tend to their personal needs on their own. They are supervised in the safe use of toilets, encouraged to wash and dry their hands and hang their coats on their own pegs. Very good hygiene practices are adhered to when staff change children's nappies. Staff record routine information about these changes, sleep patterns and details of food eaten by the children. Parents, with whom this information is shared daily, are enabled in partnership with the nursery, to contribute significantly to the emotional and physical well-being of the children.

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

Managers and staff are thoroughly committed to ensuring that the safety of children is maintained. A broad range of safeguarding policies and procedures help to ensure that children are protected. Children are safe because of the practical steps which staff have taken to identify and minimise elements of risk both within the nursery and during outings. The identity of visitors is thoroughly checked before entry. Within the nursery, a closed circuit television system is in operation. Members of staff are clear about actions they would follow in the case of having concerns about children's welfare. The suitability of staff, including their qualifications, is checked prior to their employment. Ratios are maintained and staff are well deployed to ensure that children are supervised closely, indoors and outdoors. Therefore, children are effectively safeguarded.

The management team is highly motivated and reflective and has clear aspirations to improve. The recommendation of the previous inspection report has been effectively addressed. Specific leadership and management responsibilities are allocated between the manager, the senior deputy manager and the two deputy managers who lead activities in the babies' room and pre-school rooms respectively. Leadership and management adopt a 'hands-on' approach to supervision, working side by side with staff to implement educational programmes. They model, monitor and give feedback to staff on their day to day practice. The willingness of staff to work together in an atmosphere of mutual trust, support and openness is a key strength of the nursery. Development and training needs are identified and are acted upon by the provision of training delivered within the nursery or delivered externally. This enables staff to improve learning experiences for children to help them make good progress in their learning. Monitoring and evaluation activities

currently in place have a positive impact on children's ability to actively learn through play and exploration.

Partnerships with parents, schools and other agencies are good. Information about children's progress is shared when staff from neighbouring schools visit the nursery. As a result, all parties work together to meet the needs of children. Parents are very complimentary about the nursery and say that their children like to come back to visit when they leave.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY361972
Local authority	Warwickshire
Inspection number	863716
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	104
Name of provider	Claverdon Montessori Nursery Limited
Date of previous inspection	04/01/2011
Telephone number	01926 842 018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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