

Inspection of Claverdon Village Nursery

Station Road, Claverdon, Warwickshire CV35 8PH

Inspection date: 26 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children run into the nursery in the morning excited for their day. They have an exceptional bond with their key persons, who make them feel valued and safe. Staff create a calm and nurturing atmosphere. This helps children to thrive exceptionally well. Young children joyfully participate in singing sessions, while older groups enjoy learning fun facts about the autumn season. All children feel included and appreciated. For example, when staff initiate the hello song in Cantonese, young children excitedly clap their hands. This helps children to develop a strong sense of belonging.

Leaders and staff firmly believe that every child in the nursery can achieve their best. They carefully create an environment that fosters play and independent discovery. Children are free to choose activities they want to do. They play, explore, and learn at their own pace without any disruptions. For example, children concentrate as they investigate how many drops of water one pipette will hold.

Children have impeccable manners and learn to look after their environment exceptionally well. They are incredibly independent. For example, children always clean up after their chosen activity without needing reminders. Staff have an expert knowledge of children's learning and development. Children benefit from an excellent balance of independent and supported learning. For example, staff assist children in learning to write their sibling's name by only providing verbal instructions. This allows children to gain a deeper understanding of letters and sounds.

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

- Leaders have devised and implemented a highly aspiring, consistent and well-structured curriculum with great success. Staff set ambitious and clear expectations for children to help them succeed in their learning. They provide activities that are tailored to each child's individual needs and abilities. Staff have excellent knowledge of children. They recognise when children achieve at a higher level, and increase the difficulty of tasks and activities even further. This helps all children, including children with special educational needs and/or disabilities, to make tremendous progress in their learning and skills.
- Children are incredibly independent in managing their daily routines. They do everything themselves and, as a result, they feel a sense of accomplishment. For example, children set tables at mealtimes and choose snacks from a buffet to share with friends. They throw away leftover food, place their plates in a small dishwasher, and happily run back to play, visibly proud of themselves. Staff help children succeed as they use pictures that show the steps of daily tasks for children to follow. This helps children to retain the information and allows them

to support their less-able peers.

- Children develop an excellent understanding of early mathematics. Staff introduce mathematical language into daily activities. This helps children to develop a deeper understanding of numbers and measures in everyday life. For example, children compare the sizes of pumpkins they have grown in the nursery garden. They discuss their similarities and differences. Children use strings to measure the width of their pumpkins. They then compare the length of the strings using a measuring tape and record their findings on a piece of paper.
- Children are outstanding communicators. They are exceptionally articulate and use a wide range of vocabulary and correct grammatical structures. They are engrossed in reading and listening to various stories and nursery rhymes. Staff skilfully promote children's interests through the use of non-fiction books. For example, children enjoy listening to a story about car parts, where they learn their purpose and how they are used. This helps children learn new concepts and grow their vocabulary further.
- Children have a vast number of opportunities to be physically active. Staff use their expertise to plan activities that promote the development of children's small and large muscles. Children have fun exercising, singing action songs, and using heavy bikes outdoors. They also explore pedal cars and freely navigate the outdoor spaces. Younger children have great fun picking up pumpkin seeds, banging on metal bowls, and filling containers with sand. This helps children to develop their small muscles, as well as eye-and-hand coordination.
- Leaders create professional development plans for each staff member that are highly effective. Staff attend high-quality training, tailored to their individual needs. This ensures excellent teaching and the highest standard of care is provided to children. Staff have fantastic support from the management. Leaders oversee the implementation of strong values and policies. They support less-experienced staff more frequently, when needed, to ensure children always receive high-quality interactions. Parents compliment and appreciate staff's expertise. The partnership with parents is effective.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that children thrive, due to the provision of safe and high-quality care. They monitor the safety of all external gates and the building. Staff ensure that safety checks are carried out daily to prevent children from being exposed to hazards. Leaders and staff attend regular training to stay updated on effective safeguarding arrangements. They talk confidently about what they would do if they thought a child was in danger of abuse. Staff teach children how to stay safe and know when to ask adults for help. For example, when children discuss carving pumpkins, staff remind them of the safety rules when they use sharp knives.

Setting details

Unique reference number	EY361972
Local authority	Warwickshire
Inspection number	10305250
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	1 to 4
Total number of places	72
Number of children on roll	75
Name of registered person	Claverdon Montessori Nursery
Registered person unique reference number	RP527325
Telephone number	01926 842 018
Date of previous inspection	15 February 2018

Information about this early years setting

Claverdon Village Nursery registered in 2007 and is in Warwickshire. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 spoke to several parents during the inspection and took account of their views.
- 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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