

# Evergreen Childrens Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY357491
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Judith Anne Kerr / Chris Scully
<b>Setting address</b>	171 Manchester Road, Swinton, MANCHESTER, M27 4FB
<b>Telephone number</b>	0161 728 6061
<b>Email</b>	irvinganna@hotmail.com
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Evergreen Children's Day Nursery was registered in 2007. It operates from a converted, detached house in a residential area of Swinton, a suburb of Salford. There is no lift access to the first floor. The nursery is on a main arterial route into Salford and Manchester. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

The nursery is registered to care for a maximum of 28 children on the Early Years Register. There are currently 31 children aged from seven months to three years on roll. Of these one child receives funding for nursery education. Children come from a wide catchment area. The nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 12 staff. Eleven of the staff, including the manager hold appropriate early years qualifications. Two members of staff are working towards a level three qualification.

## Overall effectiveness of the early years provision

The nursery effectively promotes children's welfare as staff have a secure knowledge of children's individual needs. Children are cared for in a generally safe and inclusive environment. Satisfactory systems are in place in relation to planning and assessment. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. There is a good working relationship with parents and others which ensures they are kept well informed of their children's daily routines, care and learning. The systems for self evaluation to help monitor the service provided are not yet fully developed to identify key strengths and areas for improvement.

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

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

- review the risk assessments to identify aspects of the environment that need to be checked on a regular basis (outdoor areas, kitchen and fire doors)
- further develop the provision for outdoor play to provide sufficiently challenging opportunities for all children
- review assessment systems to ensure the next steps of children's learning are consistently identified; use this information to inform future planning and ensure all children are challenged
- further improve resources and opportunities to promote and value diversity and differences.

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

Systems for the development of the nursery are led by management with some input from staff. The self-evaluation process recognises some areas for development identified at inspection, such as outdoor play and anti-discriminatory good practice. The organisation of the nursery is progressing pleasingly and offers children lots of opportunities to become independent. Daily routines promote children's welfare and allow their individual needs to be met. Policies and procedures are discussed with parents during the admission procedure, helping to forge good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development. For example, staff maintain children's individual daily diaries and parents are able to view their records of development to ensure they are informed at all times.

The nursery is committed to ensuring that the service provided is fully inclusive. Parents and children are welcomed and are involved in creating wall displays within the nursery. However, resources and activities which promote anti-discriminatory practice are not provided throughout the nursery to ensure all children feel valued. Thorough procedures are in place for checking the suitability of staff to safeguard children's welfare. Risk assessment systems are in place to ensure children are safe but fail to identify some weaknesses, such as the kitchen and the propping open of fire doors. Staff clearly understand their role in safeguarding children, and are fully aware of the procedures to follow should a concern arise.

## **The quality and standards of the early years provision**

Staff in the nursery have a sound understanding of the 'Early Years Foundation Stage'. They work well with parents to gather information about their children but do not include them in identifying children's starting points. Staff provide a wide range of interesting and stimulating activities to help the children make progress but inconsistencies in planning lead to some unequal coverage of the areas of learning, such as outdoor play. As a result the needs of more or less able children are not always identified and staff do not routinely make effective use of assessment opportunities to inform future planning. Staff establish beneficial working relationships with other carers to ensure the children receive good continuity of care.

The nursery environment is generally inclusive with staff providing a child centred environment which is conducive to children's learning. Resources are attractively stored in low level cupboards with labelled boxes. Children are able to freely access toys; helping them to initiate their own ideas and develop choice and independence. Staff sit at the same level as the children as they play and respond spontaneously to their interests. They share warm relationships and know them well. As a result, children are happy and settled in the homely environment and are curious, confident and eager to learn. However, opportunities for younger children to learn about different lifestyles is limited due to a lack of activities and freely accessible

resources which reflect the wider world.

The children develop good self- help skills as they access toys, help to tidy up and put on their shoes to go and play in the garden. They show an interest in the world in which they live. For example, they farm butterflies, visit the pet shop and talk about the changing seasons. They have access to a wide range of natural materials and use all their senses to explore cones, shells and pebbles. They talk about the size of the shells and use words, such as smooth and spiky to describe their texture. The children develop an awareness of problem solving, reasoning and numeracy as staff introduce concepts of number, shape and size into their play. From an early age children use language well to explain what they are doing and to ask questions. They enjoy being imaginative as they play with dressing up clothes. They have lots of fun and they sing songs as they play. The children play in the garden, learn about their bodies and develop control and coordination as they walk, climb and run. The children balance their bodies as they jump on the trampoline and negotiate pathways as they ride cars around the garden. Photographic documentation shows the children have lots of opportunities to express their own thoughts and ideas using a variety of creative materials.

The staff implement strategies to promote the social, physical and economic well-being of all children. Children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day. They are well nourished and develop an awareness of healthy eating from the meals which are freshly cooked each day. Menus are well balanced and nutritious to aid the children's growth and development. The premises are for the most part safe and secure. Equipment, furniture and resources provide an enabling environment where children can thrive. Risk assessments for the premises and outings are in place. However, risks to children on their way out to the garden or gaps in the hedging are not identified. Staff have a secure understanding of child protection matters and procedures to ensure children's welfare is effectively safeguarded. They act as positive role models to the children to ensure they receive a clear message about what is expected of them. The children are polite and behave well. They become aware of sharing and taking turns from an early age.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take action to meet the Early Years Foundation Stage.

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.