

# Evergreen Childrens Day Nursery

171 Manchester Road, Swinton, MANCHESTER, M27 4FB

<b>Inspection date</b>	20/11/2013
Previous inspection date	24/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children benefit from a well-resourced and accessible learning environment, which satisfactorily promotes their independent learning. Consequently, children explore their surroundings and use their imagination both in and outdoors.
- Children throughout the nursery are happy and settled and those aged under two years benefit from a very secure attachment with their key person. This helps children feel emotionally secure and develop a strong sense of belonging.
- Many staff know individual children well and plan appropriately for their individual learning. This helps some children make good progress in their learning.

### It is not yet good because

- Teaching is not consistently good. Consequently, a small number of staff sometimes fail to ignite or sustain children's interest, which means some children are not fully supported in making good progress.
- Weaknesses in planning mean that some staff do not fully consider children's individual interests and preferred learning styles, so that best progress is promoted
- Monitoring is not yet robust enough to fully identify areas for development that will improve learning outcomes for all children or to ensure rigorous risk assessment.
- Some parents are not fully engaged in extending children's learning at the nursery and at home, which does not ensure the most collaborative approach to helping children make best progress.

## 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.

## Inspection activities

- The inspector observed activities in each of the children's playrooms and the outdoor area.
- The inspector held meetings with the manager and spoke to staff in the nursery at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the nursery's development and improvement plan and a range of other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Vickie Halliwell

## Full report

### Information about the setting

Evergreen Children's Day Nursery was registered in 2007 and is on the Early Years Register. It is situated in a converted detached house in a residential area of Swinton, a suburb of Salford, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 18 members of childcare staff, of these; 13 hold appropriate early years qualifications at level 3 and three at level 2. Two members of staff, including the nursery manager, are qualified to degree level. The nursery opens Monday to Friday all year round for 51 weeks of the year; from 7.45am until 6pm. Children attend for a variety of sessions.

There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve systems to monitor the effectiveness of risk assessments to ensure robust arrangements are rigorously implemented in order to ensure children's continued safety
- increase staff's knowledge and understanding of the ways in which children learn to plan more effectively and raise the quality of teaching to consistently good or better, to help children make the best possible progress in their learning and development given their starting points
- increase the opportunities for parents to contribute to initial and ongoing assessments about what children can do at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning.

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

- develop self-evaluation through more precise monitoring of the assessment, planning and subsequent delivery of the educational programme and identify targets for improvement that will raise children's achievements over time.

## Inspection judgements

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

Children benefit from a good range of play materials and activities that are continuously available to them and support their independent learning in all areas. Consequently, many children move purposefully within their individual rooms and demonstrate the characteristics of effective learning. For example, they independently access activities that interest them and seek additional resources to extend their imaginative play. Staff generally have a sound knowledge of child development and some staff provide good support. This means, they intervene appropriately to extend children's learning or sustain their interest in self chosen activities. For example, they extend role play by asking children who are talking about birthdays, what they would need for a birthday party. This ignites children's interest and results in a hive of activity as children answer the open-ended questions and gather resources for their party. Mathematical concepts are routinely introduced as children are encouraged to count in meaningful situations. Planned activities successfully raise older children's awareness of how to mix and experiment with different colours. However, the quality of teaching is not consistently good. As a result, a small number of staff occasionally fail to engage children in meaningful play. This means a small number, particularly those under three years of age in the pre-school room, wander aimlessly for short periods. In addition, some group activities include two-, three- and four-year-old children, which means some children quickly lose interest, for example, at singing time. Variations in the quality of teaching mean not all children are fully supported in making better than satisfactory progress.

Children's communication, language and early literacy skills, including those who speak English as an additional language are given a high priority within the nursery. For example, staff refer to 'top tips' from the 'Every Child a Talker' project to help extend children's vocabulary and early communication skills. Children enjoy some good quality one-to-one experiences, which help children, appreciate books and learn that print carries meaning. As a result, older pre-school children use books to retell their own stories to their friends. Children throughout the nursery have some good opportunities for mark making. For example, children under three years of age enjoy making patterns with their fingers and use small vehicles to make track marks in the sand. Systems to observe and assess children's capabilities are established and indicate children are working within the typical range of development expected for their age, given their starting points. However, there is some variation in the quality and frequency of observations. As a result, they are not always secure enough to provide a precise assessment of children's learning and development. Clear planning systems ensure all children benefit from a sound educational programme. This helps them make steady progress and acquire the skills, attitudes and dispositions they need to be ready for school. However, planning is often generic and as a result, less emphasis is placed on children's individual interests and learning preferences. This means that while staff plan a broad range of activities and experiences, planned learning is not always fully targeted to help individual children make the best possible progress.

Parent's involvement in children's learning and development is variable. Within the baby

room, partnership working is strong, for example, parents of young babies are actively encouraged to share what they know about their child's learning and development. Staff support parents and explain the importance of parent's role in helping staff identify children's capabilities at admission. This ensures meaningful starting points are used to provide the basis for any future assessments of children's progress. However, this is not consistent throughout the nursery and consequently, many parents are not encouraged to contribute fully to initial or ongoing assessments. Parents are routinely informed of children's progress and have the opportunity to share 'stories from home'. However, parents are not routinely encouraged to share ideas of how to move their child forward in their learning. This means parents are not fully involved in supporting their child's learning and development.

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

Children are happy and settled in the nursery. Familiar surroundings, consistent routines and loving and affectionate care, help children feel emotionally secure. Babies benefit from a consistent staff team, which helps them form secure bonds and attachments shortly after admission. The gradual admission process is well implemented and provides a valuable opportunity for both children and parents to build a good relationship with the staff team. Key persons work closely with parents to ensure all children's care needs are known and met. Staff respond quickly and provide high levels of comfort and reassurance if children are unsettled. The caring ethos and the strength of relationships helps promote children's emotional well-being and provides a firm foundation for their future learning.

Children are valued as individuals and are learning to respect and value differences, which helps them, develop a positive and caring attitude towards others. Children are becoming increasingly aware of the importance of socially acceptable behaviour. Staff are positive role models who encourage children to take turns and share as they play. Consequently, pre-school children are developing a clear understanding of right and wrong. Children are becoming increasingly aware of how they can keep themselves safe, because staff raise their awareness of potential hazards, such as slipping when they spill sand on the floor. However, children's safety and wellbeing was recently compromised by poor security arrangements at the nursery.

Children's good health and their awareness of a healthy lifestyle is well promoted by the staff. Children enjoy a range of well-presented healthy meals and snacks, which encourage them to make healthy choices. Fresh drinking water is continually available and children throughout the nursery are encouraged to recognise their own needs. As a result, children over the age of two years independently access their own water when thirsty. Children's physical development is effectively promoted. Children are highly motivated by a very well-presented, challenging outdoor play area. Staff are fully aware of the benefits of outdoor play and children are encouraged to play and explore outdoors, in most weathers. As a result, pre-school children dress in waterproof clothing and excitedly explain they are going outside to 'jump in the muddy puddles'. Children's physical development is further promoted through a wide range of planned learning outdoors. For example, focusing on developing children's 'moving and handling skills', staff provide

interesting resources which capture children's interest and stimulate their enthusiasm for learning. Consequently, children over two years of age become absorbed in their play and with staff support; they move and stack crates to build imaginary castles. Staff encourage children to think about how they and other things move, for example, as children roll balls down planks of wood and use the natural slopes to challenge their own movements as they climb, run and balance. Children under two years of age benefit from a spacious environment where they can move and play freely. Babies are continually encouraged to develop their balance and coordination and practise and refine their early walking as they explore the stimulating and accessible environment.

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

Arrangements for safeguarding children are satisfactory. Through discussion, the manager demonstrates a sound understanding of the safeguarding and welfare requirements and her responsibility to ensure they are fully met. However, this inspection took place following an incident whereby a pre-school child left the nursery unsupervised and was found by a passer-by. Both the child's parent and the provider reported the incident to Ofsted. At the inspection the nursery manager confirmed a child had left a first floor room, walked downstairs, opened the front door and left the nursery. Staff were not aware that the child had left the nursery. The manager conducted an immediate risk assessment and took appropriate action to improve security arrangements. As a result, a high level bolt is now used to secure the main entrance and this was observed to be effective during the inspection. However, this system is dependent on parents informing office based staff that they are leaving the premises when staff are not present in the hallway. This means current security arrangements are prone to human error. Staff are clear about their role and responsibility to protect children from possible harm if they are worried a child is being abused. Regular updates during staff meetings ensures staff are well informed about the possible indicators of abuse and the role of the designated safeguarding officer. Appropriate recruitment and vetting procedures ensure staff are suitable to work with young children. Staff are appropriately deployed to ensure adult to child ratios are maintained and staff ensure children are closely supervised. Written records, including details of incidents, accidents and medication administered are satisfactorily maintained.

Systems to evaluate the effectiveness of all aspects of the provision are established and contribute to the nurseries development and improvement plan. However, evaluation of risk assessments lacks rigour. The management team demonstrated a sound understanding of their responsibilities in meeting the learning and development requirements. They have a lead role in long term planning and regularly assess the educational programme to ensure it provides for all areas of children's learning. Systems to track each child's progress are also closely monitored by the management team. This ensures that any children falling behind their peers or below their expected achievements are quickly identified and fully supported. Routine staff appraisals, supervision and team meetings provide opportunities for staff to reflect on their own practice and identify areas for professional development. However, systems to monitor the quality of teaching and how well staff plan for children's future learning are not robust enough. Consequently, the

practice of individual staff is varied and this affects children's ability to make the best possible progress given their starting points.

Mutually respectful relationships are evident between parents and staff. Parents are well informed about transitions within the nursery and are advised when their child is appointed a new key person. All parents spoken to during the inspection commented positively on the quality of the care their child received. Many commented specifically on the 'homely feel' of the nursery and the 'caring' staff team. Staff work with parents of children who speak English as an additional language, to ensure children's home language is respected and reflected within the setting. However, inconsistencies within the nursery means not all parents are fully involved in assessing and supporting their child's learning and development. Staff are fully aware of the importance of working with relevant professionals to ensure identified children get the support they need.

## 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

<b>Unique reference number</b>	EY357491
<b>Local authority</b>	Salford
<b>Inspection number</b>	939578
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Anna Irving-Foley
<b>Date of previous inspection</b>	24/09/2008
<b>Telephone number</b>	0161 728 6061

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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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