

Evergreen Childrens Day Nursery

171 Manchester Road, Swinton, MANCHESTER, M27 4FB

Inspection date	20/11/2014
Previous inspection date	20/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Leadership and management are strong. They have worked hard since their last inspection to bring about change and drive improvement forward. Consequently, the quality of care, learning and teaching has increased significantly.
- Children's emotional well-being is given high priority. The effective key-person system means that children settle quickly and form strong attachments with the adults who care for them.
- Staff have a secure knowledge and understanding of all safeguarding practices. They are aware of the signs, symptoms and possible indicators of abuse. They know the referral procedure well and understand the correct steps to take should they become concerned about a colleagues professional conduct.
- Partnership working is a strength of the nursery. Parents speak highly of the services offered. Effective links with external agencies, the local community, primary schools and children's centre are securely in place.

It is not yet outstanding because

- Opportunities are not fully maximised for older children to experiment with numbers and become familiar with them in their learning environment.
- Opportunities for babies' to engage in varied physical experiences both indoors and outdoors has not been fully embraced.

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 carried about a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environments.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Luke Heaney

Full report

Information about the setting

Evergreen Children's Day Nursery opened in 2007 and is privately owned. It operates from a converted house in the Swinton area of Manchester. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.45am until 6pm all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently 67 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 15 staff working directly with the children, all of whom have an appropriate early years qualification. Seven of the staff have appropriate qualifications at level 3, five at level 2 and three at degree level. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- provide even more opportunities for children to see and use numbers and numerals to extend their understanding of mathematics, for example, through labels and displays

- develop the educational programme to support babies' physical development by providing more experiences for moving and handling, both indoors and outside, such as, bouncing, rolling, crawling, walking and throwing.

Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and know how to successfully promote the characteristics of effective learning. Consequently, children receive a personalised and challenging education programme that keeps them interested and motivated to learn. Children use their learning environment well and become fascinated while operating water wheels, playing musical instruments and making sand castles. The outdoor environment is well-planned and complements the areas of learning. Children demonstrate increasing control and coordination during physical activity. They skilfully manoeuvre around low-level climbing apparatus, jump, skip, hop and run. However, babies do not always have the opportunity to further develop their early moving and handling skills both indoors and outdoors. Consequently, their large muscle development is not fully maximised through activities, such as, crawling, bouncing, rolling and standing. The quality of teaching is consistently good and staff effectively use

children's individual learning styles to engage them in meaningful and interesting activities. For example, staff use toy cars to encourage boys' early writing acquisition and visit the local pet shop to ignite children's interest in living things.

Staff obtain children's initial starting points from parents upon entry through discussion and through completing a comprehensive All about me booklet. This provides staff with information about what children already know and can do. Additionally, a detailed five-week settling-in review summarises children's progress across the areas of learning and provides clear next steps. The progress check, completed for children between the ages of two and three years, is successfully used and includes the views of parents, children and healthcare professionals. Comprehensive observation, tracking and planning systems are also used well. Observations are routinely carried out, linked to early years outcomes and effectively evaluated. Planning is linked to the areas of learning, and the organised activities provide stimulating challenge and include contributions from parents and children. Tracking systems are precise, clear and monitored robustly. As a result, children receive perceptive support and intervention and make good progress towards the early learning goals. Staff complete daily diaries for each child, which successfully keeps the parents informed of activities, special events and children's personal achievements.

Children's communication and language development is effectively promoted by highly trained and experienced staff. They introduce a variety of speaking and listening activities and use initiatives from accredited literacy programmes. Consequently, children of all ages demonstrate good communication skills. Staff encourage children to think critically and problem solve from a young age. Babies play with cause and effect toys, toddlers piece together a jigsaw and pre-school children discuss the properties of two dimensional shapes. However, opportunities to further ignite older children's natural curiosity of numbers within the learning environment are not fully maximised and reflected through signs and labels. As a result, older children's rapidly developing interest in numbers and early mathematics is not always accelerated as much as it could be. Children with special educational needs and/or disabilities are well cared for by the experienced and knowledgeable special educational needs coordinator. Meetings take place with healthcare professionals and comprehensive education and healthcare plans are quickly established and reviewed on a regular basis. Consequently, children with special educational needs and/or disabilities make good progress relative to their starting points. Children are acquiring the skills and dispositions to be ready for school because staff have high expectations of them. Older children are encouraged to be independent learners and write their own name, tidy toys away and take responsibility for their personal belongings.

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

Children enter the nursery with great enthusiasm, excitement and are eager to explore their surroundings. Children's laughter fills the air of this busy and vibrant nursery. They leave their parents with great ease and embrace key persons with hugs. Staff have a thorough knowledge and understanding of child development and have attended comprehensive training on emotional well-being. The key-person system is highly effective and provides staff with allocated time to meet the personal, social and physical needs of different groups of children, such as babies. Consequently, children settle very well and

form secure attachments with the adults who care for them. Children have a strong sense of belonging in their nursery and they are keen to show visitors personal achievements, photographs and creative work. Children gain an early awareness of the world in which they live in and staff positively promote diversity and equality. Consequently, older children remind one another during role play activities that girls can also be bus drivers. Further to this, children participate in cooking activities for Chinese New Year and make Diwali cards for Eid. Children's behaviour is very good and staff use clear, consistent and age-appropriate behaviour management strategies. They use positive reinforcement and provide children with stickers for exceptional behaviour. Older children have devised their own rules and frequently remind each other of how to be a kind and gentle friend.

Children are self-motivated and confident individuals who learn to cooperate and play harmoniously with one another. Staff promote their self-esteem through praise, encouragement and nurture them to be independent learners. For example, children self-select torches and magnifying glasses to search for bugs outdoors and staff embrace this by amending guided learning activities so that children are provided with sufficient time to learn through trial and error. Children's health and well-being is given high priority and staff are very good role models. Children receive healthy, nutritious and wholesome foods and are kept well-hydrated. Staff discuss the importance of personal hygiene and encourage older children to independently wash their hands, brush their teeth and tend to their own toilet needs. Children are keen to inform staff of the significance of healthy living and state that, 'If you don't eat healthy foods and get fresh air, your brain will not work properly'. Children are developing positive dispositions and attitudes for their next stage in learning. They serve their own meals, pour their own drinks and maintain high levels of concentration during adult-led learning. Staff prepare children very well for school and invite teachers to come for stay and play sessions. Additionally, they provide tailored role-play activities and attend special visits to schools. As a result, children are confident to discuss their impending moves and are emotionally prepared for their next steps in learning.

Children have a good awareness of how to take and manage appropriate risks in accordance with their age and stage of development. Younger children take on challenges, such as climbing small grass hills, older children operate climbing apparatus and skilfully manoeuvre scooters around obstacles. Children's safety is given high priority and robust risk assessments are successfully used. The nursery has closed circuit television imagery and all entrance and exit points are locked and overseen by a senior member of staff. Visitors are asked for identification and their credentials are scrutinised before entry is given. Children have a sound understanding of how to keep themselves safe while at nursery. They remind one another not to run inside and discuss the significance of road safety while playing outdoors. First-aid trained staff are appropriately deployed and have a thorough understanding of how to effectively respond to a number of emergency situations, such as head injuries and acute illnesses.

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

The management team have a secure knowledge and understanding of the learning, development, safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are very well protected and the education programme offers breadth and depth across all areas of learning. Staff have a thorough understanding of safeguarding practices and know the signs, symptoms and possible indicators of abuse and neglect. The lead safeguarding officer understands the referral procedure well and has provided child protection training to all staff. Consequently, staff understand the procedure to follow if they become concerned about a child's welfare or a colleagues professional conduct. Robust suitability and vetting systems are successfully implemented and stringent recruitment procedures mean that all adults have undergone meticulous health, employment and enhanced Disclosure and Baring Service checks.

Since the last inspection, the management team have worked hard to bring about change and drive improvement forward. They have worked closely with the local authority early years adviser, restructured the staffing team and attended comprehensive training programmes. As a result, the quality of teaching, learning and care practices has improved significantly. The monitoring of teaching and learning are robust. Observations of professional practice are routinely implemented and provide staff with a clear evaluation of how to improve this. Underperformance is managed very well and staff receive perceptive coaching, training and individual mentor support. The monitoring of learning is successfully fostered and is robustly checked by the management team. They carry out routine checks on children's learning files to ensure all assessments are correct and that the education programme provides interest and challenge for children. The management scrutinise overall tracking information and quickly highlight gaps and accelerations in learning. As a result, children are provided with the correct intervention and support that enables them to make good and better progress towards the early learning goals. This means that the attainment gap for identified groups of children, such as, children with communication and language difficulties narrows very quickly.

Supervisions and appraisals are routinely carried out and provide staff with a clear summary of their strengths, weaknesses and future targets. Supervisions provide a platform to assess ongoing professional practice and enables staff to discuss any concerns or suitability matters they may have. Appraisals are sharply focused, linked to teaching practices, training needs and focus on professional reflection. Staff attend a variety of training programmes and the impact this has on children's learning is positive. For example, staff members recently attended a speech and language course; which has enabled them to understand the varying stages of linguistic development, and has equipped them with better skills to overcome communication barriers. Consequently, staff place great emphasis on using clear, simple language and introduce varied forms of communication, such as, sign, gesture and picture cards. This means that children quickly learn how to communicate in a way that best suits their individual needs. Self-evaluation is strong and priorities for improvement are precise and sharply focused. The management team demonstrate high levels of dedication and determination to improve the overall quality of the nursery, and have successfully addressed previous actions and recommendations from their last inspection. They have established strong links with other childcare providers and share tips for good practice. They have fully embraced the assistance of the local authority and have sought help from an independent early years consultant. The views of parents, children and staff are given high priority and the

management team include these in the self-evaluation process. Parental partnerships are extremely strong and the management hold special fun events, parent evenings and have an open door policy. 'This nursery is fantastic, it is a home from home and my child loves to come and play here' is typical of comments received from parents. Partnership working is well fostered and secure links with the local community, primary schools, emergency services and specialised early years professionals are effectively in place.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY357491
Local authority	Salford
Inspection number	996377
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	67
Name of provider	Anna Irving-Foley
Date of previous inspection	20/11/2013
Telephone number	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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