

Inspection of Evergreen Early Years

Queens Drive Primary School, Black Bull Lane, Fulwood, Preston PR2 3LA

Inspection date: 29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children beam with delight and show impressive levels of concentration as they take part in daily physical education lessons. Staff support children to build an understanding of the benefits of regular exercise. For example, children lie on the floor after a burst of high-energy tasks and feel their own pulse. They recognise some of the effects that exercise has on their bodies, such as a raised heartbeat. Children show that they understand the importance of making good choices and how this links to their good health. For example, children explain that they need to drink water after running, 'to hydrate ourselves again'. The management team and staff are wholly committed to promoting children's physical development and well-being.

Staff encourage children to share their opinions, thoughts and ideas. For example, children indicated that they would like to spend even more time outdoors. As a result, the setting now offers two 'all outdoors' sessions every week. These sessions are fully controlled by children, who brainstorm and plan all activities on offer. Recently children have decided to 'build a small castle' and 'write our names with stones'. Children cherish this as they squeal with excitement when outdoor time is announced.

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

- The management team and staff are passionate about strengthening children's vocabulary. For instance, they have introduced a 'word of the day' scheme, in which children explore the meaning of a new adjective every session. This has had a direct, positive impact on children's communication and language development. Children show pride as they use alternative words such as 'gigantic' and 'enormous' instead of 'big'. However, at times, staff speak to children in a manner that encourages one-word replies, or minimal response. This means children do not always get to use their critical-thinking skills and expanding vocabulary.
- Key workers use children's interests and assessments to ensure children are suitably challenged. For instance, all children engage in small-group sessions specifically planned to support their current development. Younger children practise counting through well-known songs. Older children begin to explore the sounds letters make. However, staff do not always teach this in a clear manner. They confuse some letter sounds and therefore, at times, misinform children.
- Parents value this setting. They particularly commend the information they receive on their child's ongoing development. For instance, parents feel supported to contribute to their children's learning goals at home. Parents share that they are 'extremely impressed' with their children's growing bank of descriptive words. Furthermore, they remark that their children have 'grown in

confidence' since attending the setting due to the 'hard work' of staff.

- The management team continuously evaluates their own strengths and areas for development. They set purposeful plans in motion to ensure the setting is constantly working towards improvement. For example, they seek the involvement of a qualified teacher to mentor and support staff in delivering aspects of literacy.
- Children behave very well. They show genuine respect as they speak to staff and their peers with good manners. Children appreciate when staff help them with small tasks or take care of their needs, automatically saying 'thank you so much'. Staff further encourage this lovely behaviour by rewarding children with a superhero cape to wear, when they demonstrate kind, positive actions. Children cherish this and show excitement when discussing who might get the cape today.
- The management team understands the importance of supporting staff well-being. They take active steps to ensure staff feel supported, listened to and valued. Staff appreciate this and comment that they are very happy in their roles.
- Staff have ambitious expectations for all children, including those with special educational needs and/or disabilities (SEND). All children progress in their development and begin to meet their individual learning goals. The deputy manager works closely with key workers to ensure children's individual needs are met and supported in the most effective way.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have robust safeguarding knowledge. They identify signs and symptoms which may indicate a child is being abused or neglected. All staff understand the steps to take should they have concerns for the welfare of a child. Visitors are vetted thoroughly before being granted entry to the setting, which helps to keep children safe. Staff confidently know the procedures to follow should they have an allegation against another member of staff or the management team. They also demonstrate an awareness of wider safeguarding issues such as grooming and the 'Prevent' duty.

What does the setting need to do to improve?

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

- encourage staff to allow children adequate processing time during conversations, and use questioning techniques which support children's critical-thinking skills
- strengthen staff's understanding of the most effective ways to help children learn about the use of letter sounds.

Setting details

Unique reference number	EY549573
Local authority	Lancashire
Inspection number	10143495
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	2 to 4
Total number of places	40
Number of children on roll	61
Name of registered person	Evergreen Futures Limited
Registered person unique reference number	RP549572
Telephone number	01772 446236
Date of previous inspection	Not applicable

Information about this early years setting

Evergreen Early Years registered in 2017. The nursery employs nine members of childcare staff. Of these, three hold level 3 qualifications, one holds a level 4, one holds a level 5, three hold level 6 and there is one apprentice working towards level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, 51 weeks a year. The nursery offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The manager and the deputy manger explained the curriculum on offer at the setting, during a learning walk with the inspector. This included discussion of the impact on children's learning and development.
- The provider, the manager and the deputy manager all took part in leadership and management discussions with the inspector.
- The inspector viewed relevant documentation, including evidence of staff suitability, safer recruitment and paediatric first-aid certificates.
- A joint observation was conducted by the manager and the inspector.
- The quality of education was observed and evaluated by the inspector throughout the inspection, both indoors and outdoors.

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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