

# Inspection of Evergreen Early Years - Ladyewell

Fernyhalgh Lane, Fulwood, Preston PR2 5ST

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Inspection date: 18 May 2023

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children in this nursery develop a positive attitude to learning and are ready for their next stage in development. Staff have high expectations for children's learning. Children learn new skills and have lots of opportunities to practise these in their play. For example, staff teach children how to use scissors safely. Children develop their independence as they have a go at using their new skills and knowledge. This helps to secure their learning.

Children are confident and learn to manage their own risks in the outdoor area. They move around in a variety of ways. For example, children practise their balance and coordination skills as they use bikes in the garden. This supports children's physical development. Children learn different ways to keep themselves healthy. They enjoy nutritious food, such as a variety of fruit and vegetables, as well as a home-cooked lunch. Children have ample opportunity to play outside, getting lots of fresh air and exercise. They take regular trips out, visiting the local farm and taking walks in nature.

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

- Leaders have a clear curriculum intent in place. This is understood by all staff, who plan activities that meet children's interests. For example, children in the younger room explore dough. They spend time manipulating this with their fingers and making marks in it with different toys. Staff are always close by to support children and offer reassurance. Consequently, children are settled and make good progress in their learning and development.
- Staff support children with their communication and language development. They read stories to children and encourage them to join in with the main parts. This introduces children to new vocabulary. However, at times, some staff ask children a lot of questions. Staff often fill silences with these questions. This interrupts the flow of some children's learning and play. Therefore, children do not always get to enhance their communication skills through back-and-forth conversations.
- Leaders evaluate staff practice and identify areas for development. They use supervision meetings and training to support staff. Leaders set targets with staff to help them improve their practice. Leaders use other strategies, such as mentoring and coaching, to ensure that staff have a good knowledge and understanding of how young children learn. Consequently, this helps to improve outcomes for children.
- Leaders have a secure knowledge and understanding of the individual needs of all children, including children with special educational needs and/or disabilities (SEND). Leaders have tailored plans in place for children with SEND. These support children to make progress in their learning and development. Leaders

have good links with other professionals involved in children's care. This ensures that children receive continuity of care.

- Staff support children to learn how to share, take turns and listen during routines and activities. However, at times, staff do not follow plans in place to support children to understand why they are being asked to follow certain rules, or to understand fully what the expectations are and why these are in place. Therefore, at times, some children repeat the same patterns of behaviour.
- Parents are happy with the care and education their children receive. They feel that their children's emotional and educational needs are met. Parents comment that they feel that their children are making progress in their learning as a direct consequence of attending this nursery. Leaders recognise the need to adapt their communication methods to ensure that all parents feel they get a high level of communication.
- Following a recent incident, a child was left unsupervised in the secure outdoor play area of this nursery. In response to this, leaders have put in place several measures to address areas of practice and provision that needed improving. They have strengthened systems around times of transition, child supervision, staff deployment and risk assessments. Leaders have also ensured that staff have a thorough knowledge and understanding of their role and responsibilities to keep children safe. There has been a great deal of reflection and effective changes have been made since the incident.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of the signs and symptoms of abuse. They are aware of how to report concerns about the welfare of children correctly. Leaders and staff understand the procedures to follow should there be an allegation about a member of staff. Children are supervised well, and staff are deployed to ensure that the needs of children are met. Leaders and staff carry out regular checks to ensure that the environment is safe for children.

## What does the setting need to do to improve?

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

- strengthen the curriculum for communication and language to support children to develop conversational skills to promote their speech development further
- enhance systems to support children further so that they understand the nursery rules and expectations and what is being asked of them.

## Setting details

<b>Unique reference number</b>	2643835
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10287500
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Evergreen Futures Limited
<b>Registered person unique reference number</b>	RP549572
<b>Telephone number</b>	01772 862462
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Evergreen Early Years - Ladyewell registered in 2021. The nursery employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one holds a qualification at level 5 and four hold qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year, closing over the Christmas period. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Fenwick

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views on the nursery with the inspector.
- 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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