

Inspection of Evergreen Childrens Day Nursery

171 Manchester Road, Swinton, MANCHESTER M27 4FB

Inspection date: 23 June 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not have effective systems in place to ensure that staff are suitable. They do not ensure that recruitment procedures are sufficiently rigorous to assure themselves that staff caring for children are safe to do so. Not all staff designated to take lead responsibility for safeguarding children have attended the required child protection training. Some do not have a secure knowledge and understanding essential for their role, including overseeing and ensuring the timely response to concerns around a child's welfare. This compromises children's safety and welfare in the event of a concern.

Children arrive at nursery happy and ready to start their day. They are greeted by gentle and welcoming staff with whom they have developed close bonds. Children begin to learn how to share and take turns. However, behaviour management is not consistent across the nursery. Staff do not always show high expectations for children's behaviour and conduct. This does not help children learn the difference between right and wrong and to understand what is expected of them.

Some children enjoy frequent interactions with staff through books, stories and songs together. Staff offer opportunities for babies to develop their physical skills as they encourage them to pull themselves to stand. Babies build their confidence. Some children are curious and explore the environment and resources available. Children have some opportunities to build on what they already know from previous learning. However, there are weaknesses in the curriculum planning as staff do not consistently plan for what children need to learn next. As a result, children are not always well supported to make good progress.

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

- Vetting processes are not sufficiently robust to adequately check the suitability of new staff. Leaders do obtain enhanced Disclosure and Barring Service checks for all staff. However, they fail to identify where further scrutiny is needed to ensure that staff may be deemed suitable to care for children. Consequently, staff whose suitability has not been assured have regular unsupervised contact with children. This compromises the safety of children.
- The provider has failed to ensure that all designated safeguarding leads have received the required training for their roles. As a result, some staff in this role do not have a thorough understanding of their responsibilities, including the procedures they must follow if a child is at risk of significant harm, or an allegation is made against a member of staff. Leaders are unable to ensure children's safety.
- Leaders do not always ensure that behaviour management is consistently embedded across all areas of the setting. Staff have recently attended training

to help them to identify and respond to challenging behaviours. However, despite this, they do not always intervene appropriately or remind children of the expected behaviours. As a result, children do not always understand how their behaviour impacts others and do not receive the support or intervention they need.

- Children's learning is not always well planned and sequenced. Although staff do show some good understanding of what children know and can do, they do not consistently plan for what children need to learn next. This is particularly the case for children's literacy skills. As a result, support for children's good progress is not effective.
- The provider failed to notify Ofsted of a significant event involving allegations against a member of staff at the setting. Therefore, they did not meet the requirements of their registration. However, they did follow the local safeguarding partner's policies and procedures to notify the local statutory children's services. This minimises the risk to children.
- Children benefit from secure attachments with their key persons, who know them well. They develop their independence as they learn self-help skills, such as feeding themselves, washing their hands and dressing. Children develop their confidence and resilience within their play.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with parents and professionals to provide children with the targeted support they need. Transition for children starting school is carefully planned between professionals to ensure that support is in place. Children with SEND achieve to their fullest potential.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not implement procedures or requirements that are intended to keep children safe effectively. This includes following effective systems to ensure that individuals are suitable to work with children. Furthermore, not all safeguarding leads have completed the required training. They do not demonstrate secure knowledge and understanding of the action to take when a concern is raised. This means that the staff do not benefit from consistent support and accurate advice and guidance. The premises are safe and secure, and subject to risk assessment.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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implement effective systems to ensure all staff working with children are suitable	21/07/2023
ensure all designated safeguarding leads receive training that enables them to identify, understand and respond appropriately to the possible signs of abuse and neglect and to provide support, advice and guidance as required	21/07/2023
ensure children's behaviour is managed in an appropriate way.	21/07/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum is ambitious and enjoyable for children to support them to make good progress across all areas of learning and development.	21/07/2023

Setting details

Unique reference number	EY357491
Local authority	Salford
Inspection number	10297133
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 at time of inspection	0 to 4
Total number of places	40
Number of children on roll	58
Name of registered person	Evergreen Children's Day Nursery Limited
Registered person unique reference number	RP535163
Telephone number	0161 728 6061
Date of previous inspection	5 April 2018

Information about this early years setting

Evergreen Children's Day Nursery registered in 2007 and is situated in Swinton, Manchester. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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 setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the recruitment procedures and 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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