

Inspection of Evergreen Childrens Day Nursery

171 Manchester Road, Swinton, MANCHESTER M27 4FB

Inspection date: 21 November 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff are highly skilled and provide innovative ways to help children learn. For example, they encourage children to use their big muscles as they scoop up autumn leaves from the floor. With a little support from staff, children place the leaves onto a camouflage net that is hooked on a tree. Children demonstrate lots of critical thinking as they decide what to do next. They work together to push the net upwards, which causes a flurry of autumn leaves sprinkling to the floor. This helps children to make connections with the changing seasons. Children are also beginning to learn how working with their friends can help them to achieve a goal. Staff give children lots of opportunities to practise and repeat this new learning, which helps them to gain lots of new skills. Children genuinely enjoy each other's company and play very well together.

Leaders, managers and staff radiate warmth towards children, which promotes children's personal development and helps them to feel secure. As children arrive, staff greet them with a big smile and kind words. As a result, children bound into the nursery and babies reach out to staff with their arms open wide. The whole staff team has created a stimulating and nurturing environment, where children feel safe and eager to learn.

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

- Leaders and managers have worked hard to make improvements. They have made changes to the curriculum, which sets out what children of different ages and stages need to learn. Staff have also embraced curriculum training and use their knowledge to help children learn more and remember more. Leaders and managers recognise that staff need time to embed their knowledge and confidence, to help children make optimum progress.
- The support for children with special educational needs and/or disabilities (SEND) is strong, due to effective partnerships. Staff work closely with parents by sharing ideas, such as simple sign language to aid their children's communication. Staff also follow programmes of work from professionals, such as physiotherapists. As a result, children with SEND benefit from bespoke and consistent support that helps them to achieve.
- Communication and language are key priorities at the nursery. Staff sing at every opportunity. This helps children to learn new words as they sing along to their favourite songs. As staff change nappies, they talk softly to the babies and toddlers. As a result, babies babble happily, and toddlers copy words and gestures. They thoroughly enjoy this intimate time with their key person.
- Staff help children to develop an appreciation of books from a very young age. All children, including babies, enjoy lots of books and stories. They listen intently as staff read with enthusiasm and good expression. At other times, children

select books independently. For example, children sit quietly reading fictional books about people who help them. Children show respect for the books as they handle them with care and turn the pages correctly. This sets the foundations for their future learning and confidence in reading.

- At times, staff do not always plan with a purpose. For example, during adult-guided activities, staff set out activities that children enjoy. However, they do not focus on what children need to learn next. As a result, children are not gaining as much depth in their learning. This does not help them to gain new skills that build on their current capabilities.
- Transitions into the nursery are managed very well. Staff take time to build relationships with children and their parents. This gives children the emotional security they need to feel settled and confident in their new environment. However, transitions to school are not managed as well. For example, staff have not made links with teachers, to garner ideas on how best they can support children's learning in readiness for school. As a result, children are not as well prepared for this transition.
- Leaders and managers ensure everyone's well-being is prioritised. As a result, staff morale is high, which has a positive impact on children's care, behaviour and learning. Staff and children benefit from 'wellness' activities. For example, they lie on rugs in the outdoor area and look up at the clouds using their binoculars. This helps children to relax and use their senses as they connect with nature.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding checks are completed on all staff to ensure they are suitable to work with children. Leaders also make sure that staff and volunteers are trained to identify child protection concerns. As a result, staff are aware of the signs and indicators of different types of abuse. They also recognise how adverse childhood experiences can affect children's safety and well-being. Leaders and managers act quickly if staff share any concerns about children. They liaise with relevant child protection agencies, to help ensure children's safety and welfare.

What does the setting need to do to improve?

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

- provide a more sequenced curriculum that builds on what children know and can do
- improve the curriculum and support for children, to help them be fully prepared for their transition to school.

Setting details

Unique reference number	EY357491
Local authority	Salford
Inspection number	10304640
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 3
Total number of places	40
Number of children on roll	32
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	23 June 2023

Information about this early years setting

Evergreen Children's Day Nursery registered in 2019. The nursery opens from 7.45am to 6pm, all year round, except for bank holidays and one week at Christmas. It currently employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, three hold level 3 and four hold level 2. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- Consideration was given to parents' views. The inspector spoke to parents during the inspection and viewed parents' written testimonials.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks.

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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