

Inspection of Evergreen Lodge Nursery and Preschool Limited

Alpaca Park Farm, Main Street, Snarestone, Swadlincote DE12 7DB

Inspection date: 8 January 2025

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 are happy and settled in this nurturing setting. Staff develop respectful relationships with parents. They gather useful information about children when they first start attending. Staff use this information to provide experiences that will interest children and help them develop a sense of connection and belonging.

Children benefit from spending time outdoors in all weathers as they learn about the world around them. Together, staff and children work on the nursery allotment patch. Children get involved in planting, growing and harvesting vegetables. They develop links with other allotment owners, which helps to support positive relationships in the local community. Children develop their gross motor skills as they engage in physical activities, such as digging and shovelling. Staff support children to engage in adventurous play opportunities across the large natural learning environment. This helps to promote children's confidence and develops their awareness of how to keep themselves safe.

Staff model respect through their interactions with children and each other. For example, when children hand staff items they have asked for, they thank them for their help. In turn, children are quick to say 'please' and 'thank you' without the need for reminders. Children listen as staff give instructions and explain rules. They respond positively to staff as they encourage children to help put items back where they belong.

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

- Leaders have constructed a clear and ambitious curriculum that reflects the identity and ethos of the setting. They communicate this clearly to staff, which contributes to a shared vision across the team. Leaders and staff work together highly effectively to meet children's individual learning needs. As a result of this, children make good progress across all seven areas of learning.
- Staff report that they feel valued and well-supported in their role. Leaders create many opportunities for staff to get involved in discussion and decision-making. There are regular staff meetings that contribute to positive and open communication. Staff feel that their thoughts and ideas are listened to. They state that leaders appreciate their individuality.
- Staff take every opportunity to support children to develop their independence. Even the youngest children are involved in their personal care skills as they learn about the importance of handwashing. Staff support children to persevere with tricky tasks. For example, they sit with them and offer just the right amount of instruction as children put on and take off their shoes.
- Older children proudly tell visitors that they serve their own food and clear up after mealtimes. They use the serving spoons competently, and staff support the

children's understanding of portion control. Children take turns to competently wash and dry their plates and cutlery after lunch.

- Pre-school children focus intently on the varied, large-scale mark-making opportunities that staff provide. Children are keen to use a range of tools as they collaborate in creating art. Staff comment positively on children's contributions, which creates a sense of pride and achievement.
- Staff support the development of vocabulary as they model new words to children in context. However, on occasion, staff do not allow sufficient time for children to process their thoughts and respond to questions. This limits children's opportunity to share their thoughts and ideas.
- Staff enthusiastically engage children in spontaneous and planned music sessions. This contributes positively to their communication and language skills as they develop their sense of rhythm and rhyme. Children delight in using instruments and moving to the music. Babies join in with familiar rhymes, and older children confidently sing more complex action rhymes and songs.
- Staff reflect on children's interests and plan experiences that they find engaging. They support children to explore the natural environment and develop as curious learners. However, staff do not always fully extend experiences to maintain children's focus and ensure the highest level of learning.
- Leaders, staff and parents communicate effectively to ensure that children with special educational needs and/or disabilities (SEND) receive the support they need. Staff work in successful partnership with external agencies and other professionals. This ensures that children with SEND make good progress.
- Parents share their positive thoughts about the setting. They comment on the respectful and nurturing staff team. Parents feel well informed and involved in their children's learning and development. They appreciate the regular communication with their child's key person. Parents are confident that children are extremely well prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to allow children more time to respond to questions to further enhance children's thinking and language skills
- support staff to recognise and extend learning opportunities to fully engage children and consistently raise teaching to an even higher level.

Setting details

Unique reference number	2741329
Local authority	Leicestershire
Inspection number	10370140
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	57
Number of children on roll	85
Name of registered person	Evergreen Lodge Nursery and Preschool Limited
Registered person unique reference number	2741328
Telephone number	07917654877
Date of previous inspection	Not applicable

Information about this early years setting

Evergreen Lodge Nursery and Preschool Limited located in Snarestone, Derbyshire registered in 2023. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 21 members of childcare staff. Of these, two have qualified teacher status, one is qualified to level 6, two are qualified to level 5, 12 are qualified to level 3 and two are qualified at level 2. The nursery provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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