

Inspection of New Era Nursery

Sion Baptist Church, Church Street, Burnley, Lancashire BB11 2DW

Inspection date: 8 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive full of enthusiasm. They race into the room unable to remove their outdoor clothing fast enough, before choosing where to play. Staff, in turn, greet children with friendly smiles and pleasant tones. This provides an effective base which allows children to develop a strong sense of belonging and feeling of security. Children behave well and show respect towards each other. They enjoy each other's company and have formed firm friendships. Children's curiosity to explore and keep trying is well established. They show a positive attitude towards their learning. For instance, they eagerly test how to use the new balancing equipment in the garden.

Staff know their key children well. Relevant information is gained from parents about what children know and can do. Staff organise the daily routines effectively to allow children chances to eat snack, join in group activities and run or dance according to their differing energy levels. They have high but realistic expectations of children and plan many interesting activities and routines that promote children's enjoyment and development. There is a strong focus on helping children to listen. Staff skilfully use puppets, photographs and actions to support their spoken words. This helps all children, including those with special educational needs and/or disabilities (SEND) or who speak English as an additional language, to gain a greater understanding of what is being shared. There is less focus on children's early mathematical understanding.

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

- The manager has a clear vision of what she and the staff need to do to support children make the best progress they can. Regular meetings are held, and relevant training and support are provided. As a result, staff carefully structure the time children spend at the nursery. This enables children to have frequent times to play independently and participate in small groups. Children develop their independent curiosity and social interactions, key skills which form the cornerstones for future learning and preparation for school.
- Accurate monitoring and assessment of children's progress by the staff ensure that children are provided with good support. Children gain chances to develop their understanding across the seven areas of learning. However, staff do not consistently support children's early mathematical concepts during activities.
- Parents are at ease in the nursery. They greet the staff warmly on arrival and share information on a regular basis. Much good information about children's stage of development is sought when children start. Staff use this information well to plan activities to help children make good progress from their individual starting points. Staff work sensitively with parents to help them be confident to seek additional support for children who may have SEND. Ongoing partnerships

with other professionals are highly effective.

- Additional funding for specific children is used effectively to promote their unique needs. Careful thought about how to use it allows for exciting and new experiences for all children. For instance, balancing equipment which can be turned over to offer differing degrees of challenge from the smallest to the biggest children. Children enjoy a good range of challenging physical activities in the playrooms and garden.
- Staff help children learn about some of the differences in the world. They enhance the curriculum by including outings to offer new experiences, such as visiting a farm. However, staff do not seek specific information to help them differentiate which trips and activities can provide each individual child with the greatest understanding of the world.
- A focus on promoting children's language and a love of books is skilfully woven throughout the nursery. Older children delight as they repeat phrases in a deep voice, pretending to be a 'daddy bear'. This promotes their social confidence and the pleasure of sharing experiences with others. It allows the development of speaking and literacy skills. Children explore the rhythm of rhyme, recall the sequence of the story and speak in longer sentences.
- Staff are good role models for children and they set high expectations for children's behaviour. Clear boundaries are provided and a positive acknowledgement of when children follow these is provided. As a result, children behave well. They take steps to keep themselves safe. For instance, they hold the handrail and do not rush ahead of each other when using the stairway.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child's safety or welfare. The organisation follows robust recruitment and induction procedures to ensure staff are suitable to work with children. Staff work well together to promote children's safety. The manager and staff carry out daily checks to ensure the nursery is safe and risks to children are minimised. They supervise the children and ensure that access to the premises is strictly monitored.

What does the setting need to do to improve?

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

- find out more about children's previous experiences, to help plan specific events that complement and build on each child's essential knowledge and prepare them for future success
- help staff to weave a wider range of early mathematical learning as they support children during daily routines and play.

Setting details

Unique reference number	EY365523
Local authority	Lancashire
Inspection number	10074039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	16
Name of registered person	New Era Enterprises (E.Lancs) Limited
Registered person unique reference number	RP905671
Telephone number	07727713690
Date of previous inspection	12 January 2016

Information about this early years setting

New Era Nursery registered in 2007. It employs four members of childcare staff. Of these, one holds qualified teacher status and three have early years qualifications at level 3. The nursery opens Monday to Friday from 9am until midday, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frank Kelly

Inspection activities

- The manager explained the nursery's organisation and intended curriculum while showing the inspector around the playrooms and garden.
- Discussions took place with staff and children at appropriate times during the inspection. The inspector met with a number of parents and took account of their views.
- Several meetings were held with the manager, and the nominated person for the organisation joined the inspection for feedback.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability and qualifications.
- The manager and the inspector jointly observed an activity. They discussed the quality of teaching and the impact on children's learning.
- Staff discussed children's learning and progress with the inspector, including children's current interests.

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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