

# Inspection of Educare For Early Years (Bury)

Unit 1 Bolholt Industrial Park, Walshaw Road, BURY, Lancashire BL8 1PL

---

Inspection date: 14 June 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

As children arrive at this vibrant and inclusive setting, they sing songs, wave their parents off at the front door and greet the inspector. They show good levels of independence. For example, they take care of their personal belongings and help to tidy toys away. Children hug their friends and are pleased to see their key person. They settle well and have a strong sense of belonging. Older children enjoy setting the table for lunchtime. Younger children share musical instruments and move their bodies to music. Babies become fascinated while looking at their reflections in low-level mirrors. Toddlers pretend to go on a 'magical holiday' and talk about how they are going to travel on an aeroplane to get there.

Children enjoy spending time outdoors. They look at wildlife, talk about geese and listen to the sounds that birds make. Children snuggle up with staff while looking at books. They discuss the characters and gasp in anticipation at what might happen next. Children are good communicators. They use a wide range of vocabulary and quickly learn new words. Children show positive attitudes towards their learning and behave well. They develop the necessary skills in readiness for their move on to school.

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

- Leaders want the best for children, families and staff. They have developed a safe and nurturing place, where children flourish. Self-evaluation is accurate. Leaders are dedicated to continually improving the setting. The manager's capacity to continually improve and drive forward change is good.
- Overall, staff provide children with a well-sequenced curriculum that builds on what they already know and can do. In the main, staff provide fun activities that keep children engaged in their learning. For example, younger children giggle with delight while exploring scented water. That said, some less-experienced staff members are not aware of what leaders intend them to teach to children. This means that on occasion, some activities are not matched to children's current levels of development.
- In the main, leaders ensure that children with special educational needs and/or disabilities (SEND) get the support that they need. Intervention plans are in place and leaders monitor these with rigour. However, leaders would like to strengthen systems for working with external professionals who are involved with children with SEND. Nonetheless, children with SEND make good progress and thrive at this setting.
- Staff receive a thorough induction and have regular supervision sessions with leaders. They attend training and keep up to date with changes in early years. However, the newly introduced monitoring systems for staff practice have not had time to be fully embedded. This means that some staff do not receive

incisive feedback, to help raise their practice to a higher level.

- Leaders give staff well-being high priority. They ensure that their workload is manageable. Staff morale is high and many staff state that working at the setting is like one big family.
- Staff teach children well about the world that they live in. Children relish taking part in charity events and talk about people who are less fortunate than they are. They visit the local residential home for the elderly to give them gifts and write letters to them. Children develop a good awareness of who they are and where they come from. They confidently talk about what makes them unique, such as how some of their friends wear glasses, and have different hair and eye colour. Children are well prepared for life in modern Britain.
- Parental partnerships are excellent. Parents speak highly of the setting, staff and leaders. They commend the manager on always doing the right thing for the children. Staff provide parents with regular updates about their children's development and attend parent meetings.
- Staff promote children's large-muscle skills very well. Children take part in football lessons and cheer their friends on while playing ring games. Babies enjoy exploring natural objects outside and clap their hands while exploring gloop.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out robust recruitment checks on staff to ensure that they are suitable to work with children. Staff attend child protection training and understand the whistle-blowing procedures. They know the possible indicators of abuse and neglect. Leaders ensure that children understand how to keep themselves safe while online and while away from the setting. Leaders ensure that no stone is left unturned when dealing and responding to complaints. The premises are safe and secure. Staff check the identification of visitors and remind them of safety expectations, such as not to use camera devices.

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

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

- better support less-experienced staff members to have a thorough understanding of what leaders intend them to teach children
- strengthen partnership working with external professionals, to better support children with special educational needs and/or disabilities
- fully embed the programme of training, coaching and support for staff in order to raise their practice to a higher level.

## Setting details

<b>Unique reference number</b>	EY490424
<b>Local authority</b>	Bury
<b>Inspection number</b>	10289002
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	61
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Educare For Early Years Limited
<b>Registered person unique reference number</b>	RP534673
<b>Telephone number</b>	01617636636
<b>Date of previous inspection</b>	8 November 2017

## Information about this early years setting

Educare For Early Years (Bury) was originally registered in 1996. It was re-registered in 2015 due to a change to limited company status. The nursery employs 15 members of childcare staff. Of these, 10 hold an early years qualification at level 2 or above. The nursery opens from Monday to Friday all year round, except for three weeks holidays during Christmas and summer. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

## 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 in his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023