

# New Era Nursery

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



## Inspection date

12 January 2016

Previous inspection date

27 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching by staff places emphasis on children developing confidence, emotional security and self-help skills. This supports children's readiness for their next steps in learning. Care practices effectively promote children's physical and emotional well-being.
- Children make good progress from their starting points, including children who speak English as an additional language and those who receive additional funding. The nursery is highly committed to enabling children to experience environments and activities outside of their immediate area and community.
- Parents help staff to establish children's starting points in development when they join the nursery. The nursery provides information and resources to help parents promote their children's learning and well-being. Parents receive regular updates about their children's progress and share what they notice about this with staff.
- The nursery has well-established partnerships with other professionals, settings and agencies. Managers work effectively to secure any additional support needed for children and their families. This helps to promote continuity for children.
- Staff are strongly encouraged to enhance their skills through gaining further qualifications. Managers make effective use of what they observe about staff's teaching and the children's learning to accurately focus training and mentoring. This contributes to promoting children's good progress.

### It is not yet outstanding because:

- Activities where children are taught as a group are not always organised so that all children have the best possible learning opportunities at these times.
- Not all opportunities are taken to raise the quality of the staff's teaching to the highest possible levels.

## What the setting needs to do to improve further

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

- refine the way in which activities are organised for groups of children, in order to maximise the learning opportunities provided
- ensure that all staff receive precise feedback about the effectiveness of their teaching in supporting children's learning and development.

### Inspection activities

- The inspector viewed the areas of the premises used by children.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation of teaching.
- The inspector held meetings with the manager, the provider and one of the ministers from the church premises in which the nursery is situated.
- The inspector looked at relevant documentation, such as the nursery's plans for improvement and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and carers during the inspection to gain their views and also spoke to children and staff at appropriate times.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective, including the procedures for recruiting and inducting new staff. Children are cared for by suitable adults, who are enthusiastic about their work. The lengthy experience of both the provider and the recently appointed manager has contributed to the successful and rapid building of a largely new staff team. They have revised the priorities for development of the nursery as a result of these recent changes and attained good quality provision for all children. All actions and recommendations from the previous inspection have been addressed. Parents' and carers' views are regularly sought, in order to help tailor the provision to their children's needs and they are kept well informed of changes within the nursery. Systems for monitoring children's progress enable managers and staff to quickly identify and address any gaps in learning for groups of children and individuals.

### Quality of teaching, learning and assessment is good

Children make good progress in gaining the skills needed for school, as a result of effective staff teaching and the mentoring that supports this. Children quickly make progress in developing their speaking skills due to sensitive staff support during activities and routines. They enjoy a variety of activities that promote their development in numeracy and their awareness of shapes and spaces. Staff provide daily opportunities for children to learn to listen to stories, promoting their enjoyment of books. All resources are easily accessible to children, so that they can decide what to play with. This helps to promote their independence. Children enjoy a range of activities that develop their ability to make marks, in preparation for learning to write. Staff make effective use of children's imaginative play to develop their thinking and communication skills. Children learn about the similarities and differences between themselves and others in their community, so that they develop a respect for each other.

### Personal development, behaviour and welfare are good

Children's moves into the nursery and to school are well managed, in order to support their emotional and physical well-being. Children have good opportunities to learn about the importance of a balanced diet and exercise in a healthy lifestyle. They learn how to manage their hygiene and staff also encourage children to develop other self-help skills using daily routines and activities. Effective strategies are in place to minimise any disruption to activities or routines due to the location of the toilets on a separate floor. Staff have high expectations of children which contributes to them making good progress in learning to manage their feelings and behaviour. Managers show highly effective skills when teaching children how to share resources and avoid conflict. Staff teach children how to stay safe in a variety of situations on and off the premises. Children also have good opportunities to take well-managed risks, while developing their coordination and strength.

### Outcomes for children are good

Children make good progress in readiness for school. They develop self-care skills and behave well. Children quickly develop confidence and independence.

## Setting details

<b>Unique reference number</b>	EY365523
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1028050
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of provider</b>	New Era Enterprises (E.Lancs) Ltd
<b>Date of previous inspection</b>	27 February 2013
<b>Telephone number</b>	07727713690

New Era Nursery was registered in 2007. It operates from 9am to 12pm on weekdays in term times only. The nursery employs five members of staff including the manager, of whom three are qualified to at least level 3 and one is qualified at level 2. The manager is a qualified teacher and has Early Years Professional status. The setting provides funded early education for two-, three- and four-year-old children.

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