

# Lever Edge Early Years Unit

Lever Edge Primary Academy, Lever Edge Lane, Bolton, Greater Manchester, BL3 3HP

**Inspection date** 10/02/2014  
Previous inspection date Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> 2	
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners have a good knowledge and understanding of the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage framework. As a result, the children are safe and secure.
- Practitioners have high expectations for all children who are very well supported with their communication and language skills and in their physical and personal, emotional and social development. Consequently, children are developing the skills required for their next stage in learning.
- The key person system is very well embedded and ensures children form secure attachments and bonds with practitioners which supports their emotional well-being.
- Systems for monitoring practice, planning and assessment are consistent, precise and accurate. Therefore, children with identified needs are targeted and their progress is rigorously monitored to ensure that gaps in learning are effectively closing.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs. As a result, children are receiving the required support.

### It is not yet outstanding because

- Continuous use of background music can sometimes act as a distraction and hinder children's listening skills, particularly for children who speak English as an additional language.

### **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- The inspector observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

### **Inspector**

Suzanne Fenwick



## Full report

### Information about the setting

Lever Edge Early Years Unit was registered in 2013 on the Early Years Register to provide care for children under two years. It is situated in a designated unit within Lever Edge Primary Academy School grounds and is operated by the governing body. There is an enclosed area available for outdoor play.

There are four members of childcare staff of whom 3 hold level 2 qualification and above and also a designated nursery manager is employed who holds a qualification at level 3. The nursery serves the local area and funded places for two-year-olds are accessible to all eligible children. Childcare places for children under two years are provided for employees of the academy. There are 15 children on roll. The nursery opens Monday to Friday during term times only. Sessions are from 8am until 4.30pm for staff childcare and funded early education sessions operate from 8.30am until 11.30am and from 12 noon to 3pm. Children attend for a variety of sessions. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- limit the use of background music to ensure that children's listening skills are not hindered and they are not distracted.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The indoor and outdoor environment throughout this setting is stimulating, exciting and well organised into areas of continuous provision which are effectively linked to the seven areas of learning and development. There is a range of resources which are clearly labelled and accessible to all children, enabling them to independently select what they want to play with. Children are learning through interesting and challenging activities which have been purposefully planned to meet the individual needs of each child. Practitioners have a very good knowledge and understanding of the Early Years Foundation Stage framework and how to promote children's learning and development. Practitioners work effectively together and combine their skills and knowledge efficiently to plan an environment with a great emphasis on their prime areas of learning. Practitioners support many children who speak English as an additional language by modelling vocabulary and sentences as well as using non-verbal communication, such as signs and gestures. The quality of teaching across this setting is strong and in some instances outstanding. For example, children enjoy experimenting and exploring with coloured ice cubes and through the support of skilled practitioners, children are learning about cause

and effect.

Practitioners know children very well in this friendly setting and have a very child-centred philosophy which puts the child at the heart of what they do. There is an effective key person system in place. Practitioners take responsibility for maintaining a learning journal for each child in their key group. This is kept to a high standard and contains observations, planning and assessments of the children throughout their time at this setting. Practitioners have high expectations for all children based on accurate initial assessments which are gathered on entry and ongoing assessments which they use effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning which are suitably challenging and meet the individual needs of each child. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, they are developing their small muscle control as they are provided with messy play, such as sand and play dough, which they explore with their hands. Children are encouraged to express their creativity as they access free painting and they handle tools carefully. There is an outdoor area for all children to access where they enjoy the opportunity to move around the area in different ways. As a result, children are enthusiastic and curious learners who are progressing well towards the early learning goals, given their starting points.

This setting offers an inclusive environment where diversity is valued, as a result, children are learning to respect and value themselves and each other. Practitioners are working effectively with the wider early years team in the adjoining primary school. Therefore, children enjoy visiting to participate in key events and have time to mix with the older children. The key person system effectively supports parents to contribute to their child's learning and development. For example, parents are encouraged by experienced practitioners to record comments about their children's achievements and post them on the 'together we learn' board or in their child's learning journal. Practitioners use effective strategies to engage parents and help them to support their children's learning at home. For example, parents are encouraged to share in familiar songs and stories with their children at home which are provided by the practitioners. As a result, children are developing a wide range of skills which are supporting them to become keen and competent learners, who are ready for their next stage in learning.

### **The contribution of the early years provision to the well-being of children**

The well-established key person system ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into the setting, which ensures that the children feel valued and cared for and that relationships with parents are strong. Children are cuddled and comforted if they are upset and spend quality time with their key person engaging in activities, such as signing songs and rhymes or sharing stories in the cosy book corner. The process to help children settle into the setting is highly effective. The settling-in period is tailored to meet the individual needs of each child. Children's transition into this setting is supported by a visual time-line



which clearly supports children to understand the daily routine. Practitioners use this effectively when children become unsettled to explain what happens now and next. As a result, children are beginning to feel safe and secure within this setting. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences.

Practitioners are well deployed within this setting and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are being supported to manage their own behaviour as practitioners explain to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Practitioners support children's emotional well-being through the use of resources, for example, children are encouraged to show care and concern for baby dolls. As a result, children are beginning to understand their own emotions and feelings and those of others. Children are learning to follow routines as they are encouraged to tidy away after each play session.

Children are thriving in this setting as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners are beginning to support some children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. Practitioners reinforce the importance of washing their hands before eating and after going to the toilet by demonstrating how to do so effectively. The setting provides children with healthy and nutritious food. Practitioners ensure that all mealtimes within this setting are very sociable. Practitioners sit with the children while they are enjoying a selection of fruit for snack and share this experience with them. As a result, practitioners are demonstrating the importance of healthy eating and are using this time effectively to talk to the children about the different foods which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they have regular daily exercise. They also have access to a large play room where they can enjoy physical and energetic play in poor weather conditions.

### **The effectiveness of the leadership and management of the early years provision**

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Several practitioners have attended appropriate safeguarding training. Risk assessments and daily checks of this setting are thorough, which ensure that children are well protected within a safe and secure setting. Qualified and experienced practitioners are effectively deployed throughout the setting. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, they have recruited a strong team who are experienced and well supported within the setting. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction

procedure in place for new practitioners to ensure they are fully aware of their own and others, roles and responsibilities. Consequently, the quality of teaching is consistently high and maintained across the setting. Practitioners training needs are identified through a variety of methods, such as the managers undertaking of peer observations. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice.

The manager has a good knowledge of the Early Years Foundation Stage framework and their responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across the setting. The manager takes responsibility for monitoring and reviewing the children's learning journeys. She ensures they are up-to-date and that observations and assessments of the children are accurate and reflect their age and stage of development. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and is regularly setting actions and striving to achieve these to ensure that the setting is continuously improving.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The setting operates an open door policy where parents are clearly invited and welcomed into the setting on a daily basis. There are effective partnership working arrangements between this setting and the primary school in preparation for children making the transition between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage of learning.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467101
<b>Local authority</b>	Bolton
<b>Inspection number</b>	933173
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	11
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Lever Edge Primary Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01204 333677

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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