

Inspection of Lever Edge Early Years Unit

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

Inspection date: 14 June 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The experienced and nurturing staff welcome children into this safe and inviting nursery. They offer gentle reassurance to babies and children who are new to nursery. Children enter excitedly with their friends and separate easily from their parent. They settle quickly and develop secure relationships with staff that help them to feel happy and safe.

Staff provide a broad curriculum with clear learning intentions. Carefully planned activities supports the children to make good progress in their development. For example, babies giggle as they splash in the water tray. They explore different textures while their small hand muscles are developed as they scoop and hunt for toy fish. Staff help all children to persist as they develop their physical strength and coordination. Babies enjoy digging in the sand pit and younger children run, balance, climb and slide in the spacious nursery garden. Children benefit from regular forest school activities within the school grounds. They also enjoy trips to the running track. As a result, babies and children become strong and physically confident.

Staff encourage children to work together during learning experiences, to help build on their personal, social and emotional development. Children are supported to be kind and respectful towards one another from a young age. Staff are good role models and gently remind children of the rules and boundaries at nursery. This helps children to learn rules and how to behave well.

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

- Leaders have developed a curriculum that focuses on the prime areas of learning. It builds on what children already know and develops the skills they need for future learning. For example, staff help children to develop the strength in their hands. Babies post feathers into colanders, younger children roll and squeeze dough and older children are supported to make marks using different tools. These experiences help to promote children's early writing skills.
- Children's early communication and language development are a priority at the nursery. For example, children who speak English as an additional language are supported incredibly well. Staff use languages spoken at home along with visual aids to help children develop their understanding of English. Children make good progress in their communication from their starting points.
- Leaders plan opportunities that reflect the backgrounds and cultures of the children attending the nursery. For example, the nursery children join the school's special Eid celebrative assemblies and events. Such experiences help children to explore and understand their similarities and differences.
- Staff work closely with parents. They hold regular workshops, for example,

providing support with promoting children's oral health and healthy eating. This helped children and their families to develop positive attitudes to healthy lifestyle choices.

- Independence is promoted throughout the nursery. Staff encourage older children to find their own coats and put them on. They help babies to find tissues and wipe their own noses. As a result, children are developing the independence and self-care skills required for the next stage of their learning journey.
- Parents are happy with the quality of care provided for children. They value the online app and receive updates about children's progress and next steps. Parents take part in stay-and-play sessions, this enables them to see what their child enjoys learning. Staff share learning bags which include story books, paper and pens for children to continue their learning at home. This helps to provide consistency and continuity in children's care and learning.
- There are clear processes in place for the identification and monitoring of children with special educational needs and/or disabilities (SEND). The special educational needs and disability coordinator works closely with staff to develop individual support plans for children who need them. They also work closely with parents and other professionals to help to ensure positive outcomes for children with SEND.
- Overall, staff deployment is effective. Mostly, staff engage with children during play and routine activities, building on what they want children to learn. However, leaders do not deploy staff consistently enough to ensure that all children are supported by staff who know how to tailor activities to meet specific learning needs, particularly during focused activities. This occasionally results in children wandering and not gaining the very best from the curriculum.
- Leaders are ambitious and passionate about the setting. They have a clear vision and aim to offer a high-quality learning experience for all children. The manager values the staff. She supports staff's professional development and well-being effectively. Staff support each other and work well together as a team.

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:

- strengthen the deployment of staff to help support the individual needs of all children.

Setting details

Unique reference number	EY467101
Local authority	Bolton
Inspection number	10339320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 3
Total number of places	26
Number of children on roll	35
Name of registered person	Lever Edge Primary Academy
Registered person unique reference number	RP904333
Telephone number	01204 333677
Date of previous inspection	11 July 2018

Information about this early years setting

Lever Edge Early Years Unit registered 2013. The nursery employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 or above and one member of staff holds a level 2 qualification. The nursery opens Monday to Friday during term times only. Sessions are from 8.30am until 3.15pm. The nursery provides funded early education for two- and three- year-old children.

Information about this inspection

Inspector

Katie Bonney

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 leadership team and has taken that into account in their evaluation of the provider.
- The leadership team led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector observed practice; considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with staff and discussed safeguarding.
- The inspector held a meeting with the leadership team.

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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