

# CFAB @ Leverhulme Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY255254
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Sheila O'Keeffe

<b>Setting address</b>	Leverhulme Community Primary School, Poulton Avenue, BOLTON, BL2 6EG
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

CFAB @ Leverhulme Primary School is run by a committee. It was registered in 2004 and operates from a designated classroom, main school hall and the information technology suite within Leverhulme Primary School in the Breightmet district of Bolton. Children have access to a secure, fully enclosed playground for outdoor play. The children who attend the breakfast and after school setting are from the host school. During holiday club time children from other schools may also attend. A maximum of 60 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 11 years of age. The setting operates before school and after school, Monday to Friday during term time from 8am to 8.50am and from 3.15pm to 5.45pm. The holiday club operates Monday to Friday from 8.30am to 5.30pm most weeks except for bank holidays.

There are currently 44 children on roll. Of these 22 are under eight years and of these six are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and four hold a relevant qualification at level 2. The setting receives support from the host school and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

CFAB @ Leverhulme Primary School provides a fun, welcoming and caring environment where children can relax and enjoy time with their friends. Their welfare needs are appropriately met and they make satisfactory progress in most areas of their learning and development. Staff have established good links with parents and carers, although partnership with the host school is still developing. The manager and staff ensure all children are appropriately included by catering for their individual needs. The capacity for continuous improvement is satisfactory, because staff are at the early stages of identifying strengths and areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning

- develop the observation and assessment system to support staff in assessing the progress which children are making towards the early learning goals and to plan next steps to meet their development and learning needs
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children
- develop children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing in order to minimise cross infection.

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

Staff have a good understanding of the setting's procedures to safeguard children. For example, they know how to report any concerns and have all been trained, which helps to protect children from harm or neglect. They are vigilant and follow good arrangements when children arrive, are registered and collected safely by parents or carers. Clear systems ensure all staff are suitable, qualified and have relevant experience to care for children. Risk assessments and ongoing checks ensure the premises are clean and safe. Satisfactory procedures promote inclusive practice, equality and celebrate diversity. Staff ensure children feel safe, are valued, included and share equal opportunities. Resources, including staff and the available accommodation are deployed appropriately to help maximise children's development and happiness.

Staff knowledge of the Early Years Foundation Stage is growing and they place a particular emphasis on developing opportunities for children's creative, physical and social development through play. However, the observation and recording of children's progress towards the next steps in their learning are at an early stage of development. This limits the setting's ability to ensure each child's individual needs are fully met. Satisfactory partnership with the host school enables some information to be shared with regard to children's needs. Staff recognise the importance of strengthening the existing links with the Early Years Foundation Stage staff in school in order to provide specific, complementary activities. Good links with parents and carers ensure plenty of information is shared to promote children's welfare and well-being.

The manager and staff are committed to improving the setting. Recommendations from the previous inspection have been appropriately addressed. However, discussions about self-evaluation and subsequent plans for further development are still in their infancy. As a result, the setting is developing adequately and provides the children with satisfactory support.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and well settled in the setting. Upon arrival they are welcomed and enjoy a healthy snack. They enjoy chatting or watching a film whilst

they eat and relax together after school. An appropriate range of easily accessible resources is available for children to select. Good relationships are formed as older children mix and play well with younger ones, who are considerate and helpful towards them. This adds to their sense of belonging and feeling safe. Children move about freely, joining in with different activities. Some children are totally absorbed and working independently drawing caterpillars, butterflies and birds linked to their Spring theme. Children's understanding of healthy lifestyles is suitably promoted through planned activities and discussion. However, children's ability to recognise the importance of consistent hygiene practice, such as routine hand-washing before snack time, is not always observed. Children enjoy regular opportunities for physical development in the outside play area and participate well in ball games, running, playing with dolls and bean bags. They have access to a computer suite to develop their information and communication technology skills as well as small technology toys in the main room. They enjoy access to a range of mark-making and drawing materials. The many colourful displays of children's spring pictures and dream catchers demonstrate their creative skills and enhance the environment. Children gain good awareness of our multicultural society through exploring books, toys and topics that reflect and promote different cultures.

The activities provide opportunities for most areas of learning with a sound emphasis on social, physical and creative development through play. Children receive good support from staff who respond to their needs, and encourage them to explore and be independent. They learn about the importance of acceptable behaviour. Their good behaviour enables them to work collaboratively and enjoy each other's company, making a good contribution to the community. Staff consult parents and carers, gaining important information through discussion, questionnaires and the 'All about Me' booklets. This helps staff to plan activities linked to children's interests and ensures they have a varied, enjoyable experience at the setting that suitably develops their personal and social skills to support their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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