

CFAB @ Leverhulme Primary School

Leverhulme Community Primary School, Poulton Avenue, BOLTON, BL2 6EG



Inspection date

9 February 2015

Previous inspection date

2 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff have a secure understanding of how young children learn. Accurate assessments and regular information sharing with the school and neighbouring nursery ensures staff plan activities which complement children's learning and promotes further progress.
- Children are happy and confident individuals. They benefit from secure relationships with dedicated staff, who know them well and provide good care and education.
- Partnerships with parents are good. Parents and staff work together to ensure all children thrive and enjoy stimulating learning experiences in the setting and at home.
- The staff have secure knowledge on safeguarding. They have attended training and use effective risk assessments to, minimise hazards inside and outdoors and maintain a safe environment for children.
- Children's good health is promoted. Children enjoy a range of nutritious snacks and follow good hygiene practices that support their overall well-being.
- Children have many opportunities to engage in physical play and develop their social skills. For example, they take part in a range of team games, circle time activities and have daily access to a well-equipped large outdoor area.

It is not yet outstanding because:

- Staff sometimes over direct children's play and do not allow them sufficient time to think through their ideas and answer questions.
- Arrangements for staff supervision are not yet consistently carried out, in order to address minor weaknesses in the quality of teaching across the nursery.

What the setting needs to do to improve further

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

- allow children sufficient uninterrupted time during play and activities, to test and try out their own ideas and answer questions put to them by staff
- embed even further the systems for staff supervision, to ensure a more focused approach on improving the quality of teaching.

Inspection activities

- The inspector toured the setting and observed activities in the hall and computer suite.
- The inspector held meetings with the manager throughout the inspection and spoke to other staff members.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the setting's self-evaluation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Donna Birch

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The setting has a wide range of resources and activities suitable for children of all ages and stages of development. Children particularly enjoy team games, books, crafts and using the computer suite. Some activities are planned to complement the learning children undertake at school, for example, reading, writing and mathematics. Staff incorporate these into play and activities that are linked to children's interests. Therefore, children participate well and show motivation to learn. However, sometimes staff do not always allow children sufficient, uninterrupted time during activities, to follow their own thinking and ideas. Additionally, on occasions, some staff do not allow children sufficient time to be able to answer questions. Daily conversations with staff and the open door policy, ensures parents have an awareness of their child's day. Regular newsletters and parent questionnaires enable parents to have good knowledge of their child's development and interests.

The contribution of the early years provision to the well-being of children is good

Children are valued and made to feel welcome. Consequently, this is reflected in their high levels of confidence and self-esteem. Settling-in sessions ensure that there is a smooth move from home to the setting; this promotes children's personal, social and emotional skills. As a result, children are emotionally prepared for their experiences in school and beyond. Through discussion, their understanding of healthy eating is promoted. Staff are aware of children's dietary needs and ensure these are met. Staff are good role models for children and show them kindness and respect. They have consulted with the children about the setting's behaviour and conduct rules and staff reinforce these appropriately. Consequently, children behave very well. Staff complete regular risk assessments of the indoors and outside and practise the fire evacuation procedure with the children, so they know what to do in an emergency and stay safe.

The effectiveness of the leadership and management of the early years provision is good

Staff use their good knowledge and understanding of the Early Years Foundation Stage, to provide children with a range of challenging and stimulating activities. As a result, children enjoy their time in the setting and successfully build on the learning that takes place in school. There are good systems in place to evaluate the setting and identify relevant strengths and weaknesses. Staff talk to children about what resources and equipment they would like included in the setting, they also seek the views of parents through verbal discussions and questionnaires. The manager has addressed actions and recommendations raised at the last inspection. Staff are encouraged to undertake courses relevant to their job role. For example, they have attended courses in first aid and safeguarding. However, staff supervisions are not yet carried out frequently enough, to highlight and address minor weaknesses in teaching. Partnerships with the host school and neighbouring nursery are very good. Staff liaise with teachers and parents, so that information is continually shared about children, to effectively promote their development.

Setting details

Unique reference number	EY255254
Local authority	Bolton
Inspection number	877529
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	30
Name of provider	CFAB @ Leverhulme Primary School Committee
Date of previous inspection	2 March 2011
Telephone number	01204 333123 or 126

The CFAB @ Leverhulme Primary School was registered in 2004. The setting provides before and after school provision for the host school and holiday provision is accessible to all children. There is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. All of whom hold appropriate early years qualifications at levels 2 and 3. The before and after school club opens Monday to Friday, term time and sessions are, from 7.30am until 8.45am and 3.15pm to 5.45pm. Holiday club sessions are Monday to Friday, from 7.30am to 6pm.

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