

Inspection of S4YC Out of School Club & Preschool - Christ Church

Christ Church C of E Primary School, Deeside, Whitby, ELLESMERE PORT CH65 6TQ

Inspection date: 27 November 2019

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 manager and her team provide a warm and nurturing provision where children demonstrate that they feel happy, safe and secure. Children develop strong bonds with staff and seek support when required. Children are confident and skilful communicators. They engage with visitors and share their views. For example, children state that they 'love to play outside with the hoops' and they 'like to play in the house'.

The well qualified staff team provides an environment that is well planned and stimulating. Staff offer a variety of exciting activities. However, they do not always focus precisely enough on children's next stage of learning. The interesting range of toys and natural resources ignite children's high levels of curiosity. For example, children display fascination as they transfer water into different-sized teapots. Children are supported to lead healthy lifestyles. They have many opportunities to develop their physical skills. For example, children manage their own risks as they climb and balance with success. Staff talk to children about how fast their hearts beat after physical exercise.

Staff support children's emotional development and encourage children to be independent. For example, children put on their own wellington boots and use the water dispenser to pour their own drinks. Children behave well and understand behaviour expectations. They demonstrate good manners and know how to communicate with each other positively and respectfully.

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

- Leaders demonstrate a clear and ambitious vision for providing a high-quality and inclusive setting. They continuously work together with staff, parents and children to evaluate the effectiveness of the provision. Leaders reflect on practice and identify areas for further improvement. They focus precisely on improving staff's knowledge and understanding to raise teaching practice to the highest level.
- High priority is given to children with special educational needs and/or disabilities. Effective partnerships with professionals support children to swiftly receive targeted intervention which promotes children's good progress. The manager has built strong links with the host school. Children benefit from using the school hall, playground and other facilities. This ensures they are familiar with the school environment and supports a smooth transition into school.
- Staff provide good opportunities for children to be imaginative and follow interests well. For example, after reading a story about going to see the doctor, children engage in role play where they apply bandages to themselves and others. Children thoroughly enjoy this and share humour with staff members as

they giggle together.

- There are many opportunities for children to practise mark making and develop their early writing skills. Children are eager to explore many differing media and materials and demonstrate good physical dexterity.
- Staff complete regular observations and assessments of children and understand how they learn and develop. However, on occasions, next steps do not precisely support what children need to learn next to ensure the most rapid progress.
- Extremely strong partnerships with parents are in place. Parents are highly complimentary of the staff team. They commend staff for sharing information and supporting them in extending children's learning at home. Innovative ideas have been introduced to support children's early reading skills. For example, 'secret reader' time is when parents or other visitors come into the provision to share a story with the children. This is a valued time which ignites children's passion for books and stories.
- Children explore the well-resourced outdoor space with enthusiasm. For example, they learn to pedal on the bicycles with success and to roll balls down guttering, catching them as they fall. Children develop a good understanding of the world. They are enthusiastic learners and gain confidence in new situations. This has been supported with the introduction of forest school sessions.
- Children have many opportunities to take part in group activities. However, on occasions, staff do not always differentiate and adapt larger group activities well enough to fully meet the needs of the youngest children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound knowledge of safeguarding children. They understand their responsibilities to help keep children safe from harm. Staff can confidently identify signs and symptoms of abuse and neglect. They know the referral procedure well and what to do if an allegation is made against a member of staff. Staff are astute in identifying wider safeguarding issues. For example, they are fully aware of how children could be at risk of harm from others with extreme views. Staff keep their awareness up to date by attending regular training and testing each other's knowledge by completing safeguarding quizzes.

What does the setting need to do to improve?

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

- differentiate teaching to ensure all children of different ages and abilities are supported and engaged during large-group activities
- focus more sharply on children's next steps to build on what they already know and can do.

Setting details

Unique reference number	EY429979
Local authority	Cheshire West and Chester
Inspection number	10109903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 11
Total number of places	30
Number of children on roll	105
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	0151 3382062
Date of previous inspection	1 June 2015

Information about this early years setting

S4YC Out of School Club & Preschool - Christ Church registered in 2011. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting is open Monday to Friday during term time only. Sessions are from 7.45am to 6pm. During school holidays, care is supplied by S4YC Limited at another of the company's clubs.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of staff.
- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A joint observation was conducted with the manager.
- Parents' views were taken into account through verbal and written feedback provided.
- Discussions were held with staff and the children at appropriate times during the inspection.

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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