

S4YC-Out of School Club

Whitby Heath Primary School, Wyedale, Whitby, ELLESMERE PORT, CH65 6RJ



Inspection date	24 February 2015
Previous inspection date	2 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is consistently good and sometimes outstanding. Staff effectively use the key-person system to plan challenging activities for the different age groups. Consequently, children engage and concentrate very well.
- Children in both the out of school club and the pre-school are extremely confident and enjoy their time at the setting. Staff skilfully promote children's language and thinking skills through effective questioning. This prepares children well for the next stage in their learning.
- Excellent partnerships with other agencies and the host school ensure children's individual learning and health needs are well met.
- Children's emotional well-being is fully supported by their key person, which enables them to form secure relationships. Parents comment that their children are very happy and that staff 'provide a fabulous service'.
- Leadership and management are strong. The quality of teaching is effectively monitored and there are clear targets for improvement, identified through the regular staff meetings and supervision sessions. This ensures children receive good quality care and learning.

It is not yet outstanding because:

- Staff share much information with parents, however, there is scope to develop this further, to support children in making even more rapid progress.
- The monitoring of progress for different groups of children is still in its infancy, as the pre-school has only been operating for a short period. Therefore, managers are not able to clearly identify whether any group is falling behind and focus on reducing this gap.

What the setting needs to do to improve further

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

- extend the already good procedures for sharing information with parents, for example, by sharing the tracking of children's progress with parents and informing them of how the phonic sessions are delivered, to ensure that parents are able to support their children's learning to the highest level
- enhance children's learning and development even further, by embedding the systems to monitor the progress of the different groups of children.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information and feedback included in parents' questionnaires.
- The inspector observed activities in the pre-school and the out of school club, and spoke to the children.
- The inspector held meetings with the director and manager, and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures including safeguarding and complaints, children's learning records, and a range of other documentation.

Inspector

Val Thomas

Inspection findings

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

Staff provide a wide variety of learning opportunities for all ages. Children in the out of school club have lots of fun as they draw their pictures and read the books with their friends. Pre-school children are confident to speak to the group, talking about the objects they bring in for 'the chatterbox'. Staff promote children's understanding of number well, through the adult-led activities. They encourage younger children to count and compare how many animals they have, and older ones to match the amount of objects to the correct number. Staff make good use of resources to extend children's learning. For instance, children use tablet computers to look at the picture of the blossom tree, in order to create their pictures. Home diaries are used to ensure parents are informed on a daily basis of their children's well-being and learning. However, all of the assessment documents completed for children are not fully shared with parents. Also, parents are not fully informed about how phonic sessions are delivered, to support children in making even better progress.

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

The flexible settling-in procedure enables staff to form strong bonds with children. Consequently, children are happy and confident to enjoy the good quality opportunities provided. The learning environment is highly stimulating. The easily accessible resources enable children to make independent choices in their play. For example, children in the out of school club thoroughly enjoy playing football in the outdoor play area. Hygiene practices are well established, and staff follow effective routines for nappy changing and serving meals. This helps to reduce the spread of infection. Daily outdoor play for children of all ages and regular physical education sessions promote fresh air and provide opportunities for them to develop a wide range of skills. Staff set clear boundaries and are proactive in helping children to understand how to keep themselves and others safe. For example, children learn that they should not throw the soil.

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

Management and staff work very closely with the host school, to ensure a seamless approach for children when making the move to school. There is a good level of qualified staff and a clear training programme in place. For example, staff attend training for promoting speech and language, which enables them to effectively support children. They also attend training to support children's individual health needs and provide equipment so that they are not put at risk. The educational programmes are regularly monitored to ensure children are supported in their learning effectively. However, the tracking of the progress of different groups of children is not yet fully embedded, to help them make even better progress. Staff understand how to report safeguarding concerns, which helps to protect children from harm. There are effective recruitment procedures in place, and high importance is placed on ensuring the safety and security of all areas. This ensures children's safety.

Setting details

Unique reference number	EY409751
Local authority	Cheshire West and Chester
Inspection number	1004154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	169
Name of provider	S4YC Limited
Date of previous inspection	2 December 2010
Telephone number	07581075535

S4YC-Out of School Club was registered in 2010, and extended to include Whitby Heath Preschool in 2014. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and three hold level 6. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. It provides funded early education for two-, three- and four-year-old children. The out of school club opens Monday to Friday, from 7.45am until 9am and from 3pm until 6pm, during term time. A holiday play scheme operates from 8am until 6pm.

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