

Inspection of S4YC Out of School Club and Preschool – St Luke's

St Lukes Catholic Primary School, The Willows, Frodsham WA6 7QP

Inspection date:

14 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel a sense of belonging from the moment they arrive at this friendly, welcoming pre-school. They are welcomed by passionate, nurturing staff who know each of them exceptionally well. Children settle quickly and make good friendships. Language and communication skills are continuously role modelled by staff. As a result, most children speak with confidence and fluency.

Children's behaviour is impeccable. They show a deep level of respect and kindness and are regularly heard praising each other. Children choose a daily job, which they are excited to do. Routines are embedded with children knowing what is expected of them. Celebrations of culture and diversity ignite children's interests, for example when creating and parading with a dragon they made for the Chinese New Year. The free-flow outdoor learning environment offers a wonderful chance to explore and take risks. Water play, a mud kitchen and sand play are readily available for children.

Staff work closely with health professionals and schools. They ensure children with special educational needs and/or disabilities are supported to reach their potential. Parents say their children are confident, happy and love to come to pre-school. Parents regularly support fundraising events, most recently to provide new garden equipment.

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

- Learning opportunities are extended based on what staff know children can already do. Staff track progress with confidence and identify gaps early. There are effective partnerships in place with the speech and language team for specialist support. However, occasionally staff overlook the needs of quieter and less confident children. Therefore, some children are not consistently engaged in purposeful learning.
- Enriched learning takes place because the activities provided are creative and exciting. They are based very much on the interests of the children. An example is when the children create a stage from crates outside. Working together, they make up dances to their chosen music. Children talk about their pets. They travel by bus with staff to a local pet store and choose a pet fish for the pre-school.
- Staff are excellent role models for the children. They continually extend vocabulary and introduce new words. The word 'delicious' is introduced and discussed at snack time. Children have developed a love of reading and story sharing. Staff support this through using props and actions. Staff enrich the environment with the extensive use of mathematical language. Children use numbers, weights and measures to create play dough for the pretend cafe.

- Highly effective planning helps to secure school readiness for children. Staff facilitate wonderful opportunities to ensure children are familiar with peers and class teachers. Children grow in confidence when they are encouraged to go through to school each day to share in school dinners. The pre-school takes part in assemblies and the school nativity production each year. Parents take part in regular stay-and-play events where children's progress is discussed. Parents hold the setting in high regard and are involved in transition meetings.
- The children are inspirational, taking responsibility to lead in daily jobs. Children who choose the job of risk assessor help staff to assess any risk before their friends play outside. They identify risks such as closing the gate and picking up rubbish. Turn taking and sharing of resources are completely effortless.
- The children are wonderfully confident and capable. They are eager to help staff prepare for all activities. That said, children are not always given sufficient opportunities to become independent and undertake tasks themselves. For example, some staff do not encourage children to wash their own faces or chop fruit for snack. They can be too quick to help.
- Staff report feeling nurtured and valued by managers. This shows in their enthusiasm and passion. They use training opportunities to extend knowledge, which has a direct impact on children's learning and progress. Systems are strongly embedded for regular supervision and peer observations. The professional development of staff is never overlooked.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have a secure understanding of their responsibility in keeping children safe from harm. Staff know what to do if they are concerned about a child in their care, including aspects such as radicalisation. Staff undertake annual safeguarding training, and child protection is discussed within regular supervision meetings. Managers and staff understand the potential of harm from the environment and, as such, assessing risk is held in high regard. All staff have had first-aid training. The vetting, recruitment and induction of staff are given high priority in order to further protect children.

What does the setting need to do to improve?

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

- promote independence and self-care skills further by using every opportunity for children to try to do things for themselves
- organise all activities in a way that consistently meets the needs of quieter and less-confident children.

Setting details

Unique reference number	EY549964
Local authority	Cheshire West and Chester
Inspection number	10130822
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	07734705559
Date of previous inspection	Not applicable

Information about this early years setting

S4YC Out of School Club and Preschool – St Luke's registered in 2017 and is situated in Frodsham. The setting employs four members of staff, three of whom hold appropriate early years qualifications at level 3 or above. The pre-school is open from 7.30am until 6pm during term time and from 8am until 6pm during school holidays. The out-of-school club is open from 7.30am until 9am and from 3.15pm until 6pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- A learning walk of the pre-school room and the outdoor environment took place with the manager, who described the curriculum that is on offer.
- The inspector observed the interactions between the staff and children, and evaluated the quality of education.
- The manager and the inspector completed a joint observation.
- Several parents were spoken to and their views taken into consideration.
- The inspector sampled relevant documentation and spoke to children and staff during the inspection.
- A meeting was held with the manager.

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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