

# Inspection of S4yc @ Stanlaw Abbey

Stanlaw Abbey Childrens Centre, Alnwick Drive, Ellesmere Port, Cheshire CH65 9HE

---

Inspection date: 14 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and join in enthusiastically with activities. Staff provide high-quality activities that help all children to progress well in their learning and development. Children roll, pinch and shape dough. This helps to develop children's control and strength in their fingers, in preparation for early writing. Children practise balancing on beams. They enjoy running and splashing in puddles with their friends. Toddlers laugh with staff as they pop bubbles. These activities help children to develop coordination and spatial awareness.

Children behave well. Staff are good role models and teach children how to behave. Children learn to share and are kind to their friends. For example, toddlers happily take toys to their friends.

The manager is aware of the impact that the COVID-19 pandemic has had on children's personal and social skills. She has adapted the settling-in arrangements to better meet the needs of each child and their family. The manager and staff have managed recent staffing changes well. Staff have made sure that the babies they look after continue to feel safe and happy. As children arrive, they receive a warm and positive welcome from staff. This is helping children to settle well and form strong attachments with staff.

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

- The manager supports staff to promote children's mathematical knowledge and skills. Children develop their understanding of numbers. They count their steps as they tackle an obstacle course. Staff introduce new words to support children's understanding of volume, such as 'full' and 'empty'. This helps children get off to a good start in mathematics.
- Staff help children learn new words. Younger children enthusiastically join in with songs and rhymes. However, at times staff do not pronounce words correctly. This means that children do not benefit as well as they should from interactions with staff.
- Children enjoy listening to the stories that the staff read with them. Children will often choose books to look at by themselves. This helps children to develop a love of reading.
- Staff help children to develop their independence skills. Children learn to wash their hands before eating. Staff encourage children to put on their coats and boots by themselves. This helps children take more responsibility for themselves.
- Staff teach children how to look after themselves. For example, they warn their friends that the oven is hot as they pretend to make cakes. Children can explain the need to brush their teeth with toothpaste and water to keep them clean. Children learn to keep themselves safe and healthy.

- Staff teach children about their feelings and how to manage them. Children learn to recognise facial expressions and emotions, such as surprise. This helps children learn to understand their own feelings and those of others.
- The manager supports staff well. She is considerate of staff well-being and workload, for example reducing the amount of unnecessary paperwork. However, staff are not always deployed consistently well at toddler mealtimes and during adult-led activities. This limits the opportunities for staff to support children's learning and development.
- Parents comment on how supportive staff are and there is good communication between parents and staff. Staff provide parents with frequent updates about their child's progress. They provide advice and support to parents for different aspects of children's care and development, including toilet training and language development.
- Additional funding is thoughtfully spent to ensure it makes the intended difference to support individual children, including those with special educational needs/and or disabilities. Staff use a variety of ways, including visual aids, to support children who speak English as an additional language. All children are supported well to develop their communication and understanding.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff keep up to date with their safeguarding training. Added to this, senior staff designated to take the lead for safeguarding children, undertake additional, advanced training. Staff understand and carry out their roles and responsibilities. Where necessary, staff signpost families to appropriate support and help. The manager ensures that staff follow the setting's robust risk assessments, so that children are kept safe during the day.

## **What does the setting need to do to improve?**

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

- ensure staff use the correct pronunciation of words to help children further develop their language and speaking skills
- review the deployment of staff to ensure their interactions supports children's learning consistently.

## Setting details

<b>Unique reference number</b>	EY557079
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10174845
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	S4YC Limited
<b>Registered person unique reference number</b>	RP900701
<b>Telephone number</b>	077347 05559
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

S4yc @ Stanlaw Abbey registered in 2018. The nursery employs 20 members of childcare staff, 16 of whom hold appropriate early years qualifications. One staff member is qualified at level 2, 12 at level 3 and three at level 6. The nursery operates Monday to Friday from 7.30am to 6pm, all year round apart from bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Williams

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022