

Inspection of S4YC Out Of School Club - Parkgate

Parkgate Cp School, Brooklands Road, Parkgate, NESTON CH64 6SW

Inspection date: 9 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy to attend this welcoming club. Staff are calm and nurturing. As a result, children settle quickly and form close bonds with staff and peers. Staff know the children well and ensure that there is a wide range of fun activities that follow their interests. For example, building on their interest of fairy tales, children choose to make fairy wands from a plethora of craft materials. Children enjoy engaging in imaginative play. For example, they dance around the room pretending to be their favourite characters.

Children behave very well. They are kind to each other and wait patiently for their turn when playing games. Older children act as role models for younger children and help them with tasks, such as washing their hands before snack. Younger children are collected safely from school by club staff. Children benefit from spending time outside. They make the most of open space and large apparatus, such as rope bridges and climbing walls. This supports children's developing physical skills.

The club remained open throughout the COVID-19 pandemic. Parents have been kept up to date with changes to the service and provided with ideas to continue learning at home. As a result, children were eager to return and settled back into club routines quickly.

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

- Children benefit from the strong relationships between the club and school. Staff communicate with teachers effectively about what has happened during the day and pass on messages to home. The manager and teachers have regular meetings to discuss children's needs and interests. The manager uses this information to help plan activities that build upon the learning taking place in school.
- Staff have high expectations of all children. They are supportive and encourage children to keep trying. For example, young children practise writing their names on artwork and are praised for their efforts. This supports children's self-confidence and resilience.
- Children learn about different cultures through play. For example, children create their own Chinese lions using boxes and different materials. This helps children to develop an understanding of the wider world and express themselves creatively.
- Partnerships with parents are effective. Parents are complimentary about the service and praise the kindness of staff and the flexibility offered by the club.
- The senior leadership team and the manager of the setting work well together.

They communicate effectively and have a shared vision for the setting. All staff benefit from regular supervisions, appraisals and team meetings. This provides opportunities to discuss key issues and share good practice. There are many opportunities for staff to access training. However, the impact of this training is not always monitored effectively. This has a minimal impact on the service provided for children.

- The manager is clear on some strengths and areas for development and there are some plans in place for improvement. However, they currently do not take into account the views of staff, children and families.
- Children understand how to keep themselves healthy. For example, they understand that they should eat a balanced diet and eat sugar in moderation. Children enjoy a range of nutritious snacks, such as fresh fruit and vegetable sticks. They learn valuable independence skills through serving their own snacks and putting away their plates.
- Children say that they feel safe in the setting and enjoy getting extra time to play alongside their friends. They are welcoming to visitors and speak with confidence about what they like to do at school and at home.
- Staff are positive role models. They support children to use their manners and to be considerate of other's feelings. As a result, children are confident and self-assured.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to keep children safe. They are clear about the actions they would take, should they have concerns over a colleague or the welfare of a child. The manager completes regular risk assessments, to ensure the environment is safe and to minimise any potential hazards. Relevant policies and procedures are in place and updated in line with changes to legislation. All staff hold paediatric first-aid certificates and are qualified to administer first aid. This helps to keep children safe in the event of an accident.

Setting details

Unique reference number	EY435673
Local authority	Cheshire West and Chester
Inspection number	10129277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	32
Number of children on roll	45
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	01513382082
Date of previous inspection	29 February 2016

Information about this early years setting

S4YC Out Of School Club - Parkgate was registered in 2011. It is one of 17 provisions managed by a limited company. The club opens from 7.45am until 9am and 3.15pm until 6pm term time only. The club employs two members of staff. The manager holds a relevant qualification at level 3.

Information about this inspection

Inspector

Kerry Maddock

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 manager and inspector completed a learning walk together of all areas of the setting and discussed how children's individual needs were met.
- The inspector spoke to children, staff and school teachers at appropriate times throughout the inspection. Parents shared their views of the setting through written feedback.
- Evidence of staff suitability and qualifications including first-aid certificates were viewed by the inspector.

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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