

Inspection of S4YC Out of School Club and Preschool – Woodlands

Woodlands County Junior School, Eddisbury Road, Whitby, ELLESMERE PORT CH66
2JT

Inspection date: 14 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

As children arrive, they are welcomed warmly by nurturing staff who know them well. All children enter eagerly and quickly become engaged in their play. Children enjoy staff's positive interactions with them throughout the day. They develop close attachments to staff, who focus on supporting their emotional development. Children are encouraged to talk about their emotions when reading stories. They spend time looking at the characters and predicting how they might be feeling. These respectful relationships help children to feel safe and secure.

Children benefit from a calm learning environment. They make independent choices from the resources available and show positive attitudes to learning. Children show great perseverance as they carefully build towers with sponge bricks. As the bricks topple down, the children laugh and start again. Children concentrate and show attention to detail as they carefully cut the edges of their pictures. They show great pride in their achievements and ask for their creations to be displayed. Children are confident and resilient.

Children's imagination skills are well supported. They take on roles in their play and invite staff to join in as they make pizza for their friends. Children mix mud pies outside and carefully put them into the role-play oven using oven gloves, telling staff they will be ready in 10 minutes. Children have fun and make good progress in their learning.

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

- Excellent links have been established with the host school. Children who attend the out-of-school club are taken safely to their classrooms. Effective face-to-face communication takes place with teachers to share information. This promotes continuity of care and education for children.
- Partnerships with parents are effective. Parents describe the staff as 'lovely' and praise the support the children received to help them to settle when they first started. Parents feel fully informed about their children's learning and have seen lots of progress with their development.
- Overall, children's communication and language skills are supported well. Children snuggle in with staff as they enjoy stories together. Staff model language correctly and introduce new words as children play. When children do require extra help, strategies for early screening of communication and language are used to help identify any potential gaps in their development.
- Staff feel fully supported in their roles and morale is high. However, coaching and mentoring are not yet targeted enough to raise the quality of teaching to the highest level. For example, at times, staff do not consistently promote children's independence skills and do not always allow children the time to think

and respond when asking questions.

- Staff carefully consider children's individual needs by planning activities that link to their interests and their next stage of development. However, leaders do not always ensure that all staff are confident in how to implement the curriculum. Staff are not always clear about what leaders intend for children to learn through the experiences they provide. There is room for leaders to help staff further embed the curriculum across the setting.
- Children benefit from many opportunities to practise their physical skills. They carry heavy paint tubs and use large brushes to mix colours together on the floor. They use their small-muscle skills as they choose from the vast array of fruit at snack time using tongs. Children's physical skills are developing well.
- Staff support children to develop their mathematical skills through play. As children add ducks into the water, staff spontaneously sing 'five little ducks' and encourage children to count. As children paint their hands, staff encourage them to stretch up tall to see how high they can reach. They compare which handprint is the highest and which is the lowest. Children are supported to develop early mathematical skills in an enjoyable and exciting way.
- Children learn about the importance of healthy lifestyles. Staff remind them why they need to wash their hands. Children explain to their friends that they can eat their snacks now they have 'washed the germs away'. At snack time, children talk about their favourite fruits. They are developing an awareness of the importance of good health and hygiene practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff have access to regular safeguarding training. They understand the signs that may indicate a child is at risk of harm and the procedures to follow. Staff are aware of the steps to take should they have a concern about the conduct of a colleague. Staff are confident in dealing with accidents and ensure that children are appropriately supported. Children learn how to keep themselves safe. They ensure that the snack area remains safe and tidy as they sort their food waste into the correct recycling bins. Staff notice water on the floor and talk to children about the risk of slipping.

What does the setting need to do to improve?

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

- enhance the use of professional development to focus more precisely on building staff's teaching knowledge over time
- build on staff's knowledge of the curriculum, so that they are clear what leaders intend for them to teach all children.

Setting details

Unique reference number	EY398639
Local authority	Cheshire West and Chester
Inspection number	10109804
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 at time of inspection	2 to 10
Total number of places	32
Number of children on roll	94
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	01513382260
Date of previous inspection	5 November 2014

Information about this early years setting

S4YC Out of School Club and Preschool - Woodlands registered in 2009 and operates from Woodlands County Primary School, in Whitby, Ellesmere Port. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications between levels 2 and 6. The nursery opens from 7.45am to 6pm, all year round, and also operates an out-of-school club during term time, from 7.45am to 8.45am and 3.30pm to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation outdoors.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, including first-aid certificates, and reviewed evidence of the suitability of staff working in the setting.

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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