

# Inspection of S4YC Out of School Club @ St Chads

St. Chads C Of E Primary School, Gladstone Street, Winsford CW7 4AT

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Inspection date: 1 March 2023

<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 curious, inquisitive and eager to learn. This impressive can-do attitude contributes enormously to their good progress. Children have a thirst for learning. Their motivation to learn is greatly promoted by enthusiastic teachers and a well-organised learning space. Children benefit from a spacious outdoor play area, and learning in nature is heavily incorporated into the curriculum. Children are frequently heard laughing and giggling as they play. They excitedly and independently pull on their wellington boots in readiness to play in the muddy grass. Children have fun as they explore. For instance, they enthusiastically work together to create a new allotment. Children show impressive physical skills as they manoeuvre rakes and other tools to prepare the soil. Children develop early literacy skills in practical, hands-on ways. For instance, with help, they read instructions on the back of seed packets prior to planting. Children show empathy and kindness as they carefully water and tend to the newly planted seeds. Learning is optimised through well-planned activities and high-quality teaching.

Children share and take turns. They know how to listen and follow instructions well. For instance, children take turns when using outdoor play equipment. With staff encouragement, they cooperate so everyone gets a turn to use gardening tools. Children are kind to each other and friendships flourish. Games help them to work together and build social skills. For instance, children enjoy each other's company as they chase one another in the garden. They enjoy the company of peers and equally build positive, reassuring relationships with the adults who care for them. This is a busy, nurturing and welcoming setting. In turn, children thrive in their emotional confidence and independence. Disruption from the COVID-19 pandemic and recent changes to the staff team have been carefully managed to minimise the impact to children's learning and emotional security. For instance, a well-attended parent coffee morning has helped to reinforce trusting relationships between home and the setting.

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

- Partnerships with parents are good. The manager recognises the importance of working closely with parents and works hard to establish open and honest two-way communication. Parents are very pleased with the recent improvements the new manager has introduced, and comment that their children love attending this caring and fun setting.
- The curriculum is ambitious for all children. Staff plan a range of challenging activities and games. They observe and assess children's progress continuously. Children meet development milestones quickly, and occasionally before expected.
- Children are healthy and physically active. They access fresh air and plenty of

exercise every day. Children wash their hands prior to eating and understand the importance of personal hygiene.

- All children, including those with special educational needs and/or disabilities, make good progress. Notably, the special educational needs coordinator is very passionate and extremely experienced. Children benefit from tailored and targeted learning opportunities.
- Staff weave children's interests into play. For instance, children show a recent interest in trains. With supervision, they use technology to learn more about this topic. Teaching helps children to develop their knowledge of mathematical concepts such as size and space. For instance, children learn about 'large' trains going 'over' bridges. Linking learning to interests helps to extend concentration. Children benefit from consistently good teaching.
- Staff support children's communication and language development well. Children discuss common interests and share opinions as they play. Their vocabulary is varied and their conversational skills are improving. However, sometimes, staff do not allow children sufficient time to think and respond to questions before they move on to another topic.
- The newly appointed manager and her team are dedicated to improve this good setting even more. She has recently implemented a number of improvements. However, ambitious plans to develop are yet to be fully implemented. For instance, plans to mentor and coach staff more closely are not fully established to develop good teaching skills further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Arrangements for safeguarding are effective. All staff know how to identify and report safeguarding concerns, should these arise. The manager prioritises safety and safeguarding in every aspect of practice. She keeps abreast of all safeguarding updates and knows how to swiftly respond to any child protection concerns, if identified. Safeguarding is discussed as a topic at every staff meeting to ensure staff knowledge is kept up to date. Staff deployment is excellent and children remain consistently well supervised by vigilant staff. The setting is secure and visitors' identity is verified and recorded upon arrival. Children play and learn in a safe and secure setting.

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

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

- teach staff the importance of allowing children time to think and respond to questions, to extend children's critical thinking skills even more
- establish systems to coach and mentor staff, to improve good teaching and help children make even more progress.

## Setting details

<b>Unique reference number</b>	2614653
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10263391
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	56
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	S4YC Limited
<b>Registered person unique reference number</b>	RP900701
<b>Telephone number</b>	07814389469
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

S4YC Out of School Club @ St Chads registered in 2020. It is located in the Winsford area of Cheshire. The setting operates a pre school and out-of-school club, both of which are located at St Chads Primary School. It opens Monday to Friday, from 7.30am to 6pm, during term time only. The setting employs six members of staff. Of these, three hold appropriate early years qualifications at level 2 and above. The manager is qualified at level 6. The setting provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Michelle Jacques

## 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 manager and the area manager, and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed how she designs the curriculum and what she wants children to learn.
- Relevant documentation was looked at by the inspector, including evidence of the suitability of all staff working at the setting.
- The inspector and the manager completed a joint evaluation of an activity and discussed the impact of teaching on children's learning.
- The inspector spoke with parents and reviewed their written comments. Children and staff spoke to the inspector at various times during the inspection. The inspector took account of all their views and comments.

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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