

Inspection of S4YC @ Hooton Nursery

Hooton Farm House, Hooton Road, Hooton, Ellesmere Port, Cheshire CH66 1QU

Inspection date: 25 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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

Leaders and staff have a clear vision. They want all children to thrive. Every child is valued, and staff build positive and respectful relationships with families. Staff have caring attitudes; they know children incredibly well. Children demonstrate that they feel secure. This is because their needs are consistently met by nurturing staff. Staff plan experiences that children are interested in. For example, babies who have visited the farm develop their knowledge of animals further as they play in hay and find hidden animal toys. Babies giggle as staff introduce new vocabulary and talk about the noises that animals make. Older children enjoy learning about dinosaurs. Staff introduce mathematical concepts into children's play. They help children to compare the sizes of dinosaur bones and record the information on a chart. Children are eager to learn because staff provide interesting activities and resources. Children are prepared for the next stage of their education.

Staff have consistently high expectations of all children. Children know the rules and follow them. As a result, children behave exceptionally well. Staff have established clear rules that are understood by all children. For example, children tidy up when prompted, explaining that this is to ensure they do not fall. This helps children to develop an understanding of keeping themselves safe. Children are helpful and supportive to their friends. They encourage others to try new experiences. Children are motivated and ready to learn.

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

- Leaders and managers plan and deliver a curriculum that is focused on each child's developmental needs. Staff use their knowledge of child development and ongoing assessment effectively to ensure that all children gain new skills. Children make progress and consistently build on their learning. Staff change activities to suit children's individual needs. As a result, all children enjoy the experiences on offer.
- Staff prioritise helping children to develop their communication and language skills. Babies make excellent progress. This is because staff talk to children as they play and take every opportunity to introduce exciting new words. For example, at snack time, they name fruit, and babies eagerly try to copy the new words. However, there are times when staff working with older children use incorrect vocabulary and pronunciation. As a result, older children use words incorrectly in their conversations.
- Staff implement effective care practices to ensure that children's physical needs are met. However, there are times when daily routines inhibit children's learning. For example, older children show disappointment as staff end a story abruptly and instruct children to wash their hands for lunch. At other times, toddlers cannot participate in song time, as they have not finished eating their snack.

This means children have their learning interrupted and, at times, cannot fully benefit from the opportunities on offer.

- Leaders and staff have established respectful relationships with parents, children and local schools. This helps children to feel secure and valued. Parents report they are happy with the care their children receive in the nursery. However, parents do not consistently receive specific information on how they can support and extend children's learning at home. As a result, parents do not always know how to help their children build on what they already know and can do.
- Staff provide opportunities for children to develop their coordination. Outside, older children balance on equipment, and younger children ride on tricycles. This helps to enhance their physical strength and stamina. Children enjoy digging in sand and pouring water. They strengthen their hand muscles and develop their hand-to-eye coordination as they play. These skills will benefit children when they start school.
- Children learn about cultural events and festivals, such as Easter and Chinese New Year. Children develop respectful attitudes because they learn about people who help them in the local community. Staff arrange for visitors to talk to the children about local events, oral health and the community. These experiences help to develop children's understanding of diversity and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding in which all staff know their responsibilities. Staff accurately identify the potential signs and symptoms of abuse. They know the procedures to follow if they are concerned about children's safety or the practice of another member of their team. Leaders ensure that staff keep their knowledge and skills up to date. Risk assessments are thorough, and staff ensure that the environment is a safe and suitable space for children to play and learn. As a result, children are kept safe.

What does the setting need to do to improve?

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

- support staff to always use correct vocabulary when speaking to children
- review daily routines to ensure that children's learning is not unnecessarily interrupted
- strengthen partnership with parents and provide all parents with specific information on how to best support learning at home.

Setting details

Unique reference number	2629084
Local authority	Cheshire West and Chester
Inspection number	10295629
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 at time of inspection	0 to 4
Total number of places	54
Number of children on roll	46
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@Hooton Nursery registered in 2021 and is situated in Ellesmere Port, Cheshire. The nursery employs 11 staff members, all of whom hold a childcare qualification at level 2 and above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of Christmas and bank holidays.

Information about this inspection

Inspector

Deborah Magee

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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector, including records of staff's suitability and paediatric first-aid certificates.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023