

# Inspection of S4YC Bromborough Nursery

Gratrix Road, Wirral CH62 7BW

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Inspection date: 3 July 2024

<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**

The provider has created a warm and exciting learning environment where children can grow and develop. Children enter happily and are soon absorbed in self-chosen play and learning opportunities. Their laughter and joy echo throughout the setting. Staff provide a wealth of interesting activities that spark children's interest, such as searching the sand for the hidden minibeasts. These activities help to build a strong foundation for future learning.

Staff interact well with children and give them lots of attention. Children are confident to approach staff when they feel unsure or a little tired. Staff talk to children in calm, soothing voices, which helps them to settle quickly. Children like to spend time with their friends. They enjoy working collaboratively with one another. For example, children offer each other guidance and encouragement as they create the biggest bubbles. Children are polite to their friends and learn to take turns and share their resources. They have a strong voice and make their wishes and feelings known. For example, toddlers seek support from staff to help them to turn the tap on the water urn.

Staff place great emphasis on helping children to be independent. Children learn to see to their own toileting needs and put on their coats and shoes. This helps them to prepare for the next stage in their learning. Children have many opportunities to undertake tasks. They help to sweep up the sand and hay with a dustpan and brush. Ultimately, children have a real sense of pride when they complete their individual tasks.

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

- The new management team has a clear oversight of the setting. There is a strong focus on staff development and well-being. As a result, staff have a clear understanding of their roles and responsibilities. This helps them to provide a good standard of care and education for children.
- The provider places great importance on building effective partnerships with parents. Parents say that they are aware of what their children are learning each day. Staff provide ideas for parents to do at home, such as reading a specific story, to help extend their children's learning.
- Staff enable children to learn new skills. For example, staff demonstrate how to use equipment, such as the flower pot stilts. Children beam in delight as they practise and achieve their goal of standing on the pots. This bolsters children's confidence and helps them to develop a firm foundation for future learning.
- Staff plan ways for children to continually develop their small- and large-muscle movements. They create balance beams, which children eagerly clamber over. Children use tweezers and potato mashers to pick up and mould dough. As a

result, children develop confidence in their physical abilities.

- Children love to hear and use new words, such as 'massive' and 'explode.' They giggle in delight as they talk about the bubbles exploding. In addition, children develop an interest in early literacy. They thoroughly enjoy sitting with staff or their friends to read a favourite story. This shared joy of reading inspires children's imagination and creativity.
- Staff are generally confident communicators. However, on a small number of occasions, they do not give children sufficient time to respond to their questions. This creates stilted conversations. This does not help children develop their skills of back-and-forth conversations.
- Staff provide many opportunities for children to learn about number, shapes and measure. Children confidently talk about which is the 'biggest' and 'smallest'. They also use positional language to describe the placement of objects. Overall, children develop a secure awareness of early mathematical concepts.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff work closely with parents and professionals to ensure children receive the right support. For example, staff follow specific plans created by professionals to support children's learning, communication skills and development. Consequently, children make rapid and sustained progress.
- There are systems in place to help children understand the setting's rules. However, these are not consistently implemented. For example, when children are reluctant to share they are told 'no' and reminded that we have 'kind hands'. This does not help children to fully understand the impact of their behaviour on others.
- Children benefit from a balanced curriculum and develop positive attitudes to learning. However, on occasion, staff are not clear on what children need to learn, how and in what order. This means that some learning intentions are not fully met.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen staff's understanding of the curriculum so that they are consistently clear on what they want children to learn
- help staff to understand how to further extend children's growing communication skills
- support staff to have a consistent approach in managing children's behaviour.

## Setting details

<b>Unique reference number</b>	2691446
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10357364
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	42
<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 Bromborough Nursery registered in 2022 and is situated in Bromborough, Wirral. The nursery employs 15 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2, and eight hold level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to the children to find out about their time at the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views

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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