

# Inspection of S4YC @ Blacon Cc

Sure Start Day Nursery, Carlisle Road, Blacon, Chester, Cheshire CH1 5DB

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Inspection date: 31 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Support for children and families is strong and holistic at the nursery. Children and parents know that this is a safe place where they can talk to trusted staff. The provider puts tireless effort into ensuring that support for parents and children is targeted and tailored to their needs. Staff are good role models and help children begin to understand their expectations. Staff teach children about emotional literacy as they learn to understand and discuss their feelings. Staff help to boost children's confidence. For instance, staff offer lots of praise and encouragement to children as they learn and practise new skills.

Staff promote a love of reading as a key life skill and pleasure. They support parents to share books with children in their home languages as well as in English. The focus on literacy also means that there are lots of opportunities for children to practise making marks and early writing skills. As a result, many children exceed expectations in literacy. Staff work closely with local school staff to promote children's early reading and writing skills even further in advance of their move on to school. This helps them to make the best possible progress.

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

- Staff work hard to build and maintain strong and supportive relationships with parents. They use a variety of methods and initiatives to engage parents in their children's learning. For instance, regular stay-and-play sessions are well attended. This helps staff chat to parents and offer advice about supporting children effectively at home. Partnership working supports the consistency of children's care and learning.
- Staff promote children's language skills well. They focus on this so that children can voice their wants and needs and be heard. Staff teach children to speak out and ask for help when they need it. Consequently, children become confident in their communications with each other and with adults.
- Staff training is targeted and the impact of strategies they have implemented is clear. For instance, staff have completed training around supporting children's emotions and they encourage children to express what they are feeling. Training helps staff to build on their teaching skills and on the quality of education for children.
- Staff do not always recognise or challenge some less positive behaviours and actions that it would benefit children to become more aware of. This leads to children not having as much respect for resources and the environment as staff would like.
- Staff know children well and plan for their learning with their interests in mind. Effective monitoring and assessment help staff to identify gaps in children's learning early on. Targeted interventions help children to catch up and make

good progress in their learning.

- Children with special educational needs and/or disabilities and those in receipt of additional funding are well supported. Funding is spent thoughtfully to provide the extra sessions, meals and resources that children require. Staff work closely with outside agencies to ensure that children have appropriate support in place. All children make good progress from their starting points.
- Staff working with babies are sensitive to their needs and routines, and they quickly form attachments. Staff considerately plan the environment to support babies' new physical skills. For instance, they ensure there are lots of opportunities for babies to pull themselves up on low furniture. Babies make good progress in key areas of their development.
- Staff give children opportunities and support to complete tasks for themselves. For instance, children pour their own drinks and wash their own hands proficiently. This helps children to develop the independence skills they will need as they move on to school.
- Staff teach children about keeping themselves safe and healthy. For example, they discuss online safety and how to use technology in a safe and appropriate way. Children learn about healthy foods and how to keep their teeth clean. Staff consistently teach children about important hygiene routines. Children begin to form healthy habits for life.

## **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:**

- continue to support staff to help children understand how their behaviour affects others and has an impact on their environment.

## Setting details

<b>Unique reference number</b>	EY557131
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10354572
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	S4YC Limited
<b>Registered person unique reference number</b>	RP900701
<b>Telephone number</b>	07814 389469
<b>Date of previous inspection</b>	14 November 2018

## Information about this early years setting

S4YC @ Blacon Cc registered in 2018 and is located in Blacon, Chester. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four at level 5, seven at level 3 and one at level 2. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## 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 provider spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Staff and children spoke to the inspector during the inspection.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the interactions between staff and children and completed joint observations of practice with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the early years curriculum along with the safety and suitability of the premises.

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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