

Inspection of S4YC Out of School Club Huntington Primary School

Huntington Community Primary School, Aldford Road, Huntington, Chester CH3
6EA

Inspection date: 9 September 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children have a lovely experience at the club. They are collected from their classroom by club staff who seek information from class teachers about children's day. Children arrive at the club room happy and eager to explore. They choose a snack or settle quickly into play. Staff provide a variety of activities that engage children and promote their learning. They offer opportunities for children to be part of the 'children's committee'. Children work together to make choices about the club menus, resources and theme days. They take ownership of the club and devise their own rules, such as 'kind hands'. Children know what is expected of them and demonstrate friendly and positive behaviour.

When planning activities and experiences, staff consider how they can complement what children are learning at school. They provide resources to help younger children practise their pen control and copy letters from their names. Children demonstrate their problem-solving skills when completing jigsaw boards. They carefully compare the different pieces, negotiating their properties and how they fit together. Staff offer verbal prompts to support children without taking the lead. This helps to boost children's perseverance and motivation to succeed.

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

- The club is organised well. Staff work with the host school to find out what children are learning and what they need to learn next. They plan topics and events that help extend the school curriculum. Club staff monitor children's progress and feed back to school staff. This helps children to make good progress in their learning.
- Staff get to know children well and engage in positive interactions with them. They hold back-and-forth conversations about children's day at school, holidays and home life. Staff closely monitor children's well-being and regularly check in with new starters to ensure they are happy and supported. This promotes children's emotional well-being and helps them to feel secure.
- Staff support children to develop their mathematical skills through routines. When cutting up fruit, they teach children how two quarters are equal to one half. Staff use words such as 'longer' and 'longest' to promote children's mathematical language. This helps to extend and build on the skills children are learning at school.
- Children have a lovely attitude to learning. They show good levels of engagement and concentration when using the dough equipment. Children carefully use rollers, syringes and shape cutters to create interesting structures from the dough. This helps to build the dexterity and strength in children's hands, which supports their early writing skills.

- Children demonstrate good levels of independence. They select and peel their own fruit and tidy their plates away. Children take responsibility for their own good hygiene practices, such as handwashing, and talk about why this is important. This helps children to learn about what contributes to their overall good health.
- Staff encourage children to access the outdoor area each day. Children have lots of space to run freely and practise their gymnastic skills. Staff model how to use a hula hoop and support children to build up the momentum needed to keep the hoop spinning. Children show determination and perseverance when trying to master the new skill. They are motivated and confident learners.
- Parents are happy with the quality of care provided. They receive information about the activities on offer at the club through newsletters and posters. Staff provide parents with daily handovers about children's day and share messages from school. Parents use the online application to share information with club staff, including an 'All About Me' when children first start. This helps staff get to know children and provides continuity in their care.
- Support for children with special educational needs and/or disabilities is well embedded. Staff provide activities and resources that help children to regulate their sensory needs. They direct children to break-out rooms when they are feeling overwhelmed and need quiet time. This helps to ensure the club is inclusive and all children are supported to attend.
- The club places high priority on staff well-being and have created a 'welfare committee' to support the team. Staff feel happy and valued in their roles. They receive termly supervision meetings and feedback on their practice. The club provides professional development opportunities, such as training, to help staff strengthen their existing skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2685276
Local authority	Cheshire West and Chester
Inspection number	10350749
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	58
Number of children on roll	83
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	07814 389469
Date of previous inspection	Not applicable

Information about this early years setting

S4YC Out of School Club Huntington Primary School, re-registered in 2022 and is situated in Huntington, Chester. Sessions are 7.30am until 9am, 2.50pm until 6pm, during term time. The holiday club operates from 8am until 6pm, during the school holiday. The club is closed for one week at Christmas. The club employs nine members of childcare staff, of these, three hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Kayte Farrell

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 club.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the club.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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