

# Inspection of S4YC - Willaston Pre School

Willaston Memorial Hall, The Green, Neston CH64 2XR

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Inspection date: 12 February 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy the time they spend at this friendly pre-school. They arrive smiling and are immediately enthralled in a wide range of activities. Staff know each child well and plan learning experiences that interest children and support their learning. The pre-school focuses on ensuring that children feel happy and safe, so they are ready to learn. Children seek out staff members for cuddles and comfort when they feel upset and quickly feel ready to return to play.

Staff have high expectations of behaviour. Children know the rules and can explain why they are important. Children remind each other that they need to use their 'listening ears' as they play cooperatively. These expectations help to contribute to a positive learning environment, as well as to keep children safe. Children enjoy routines such as circle time. They demonstrate their learning by sharing favourite parts of the morning or singing new songs.

Staff read stories engagingly throughout the day. This supports children to develop a wide vocabulary and promotes a love of reading. Staff teach children to listen for the sounds they hear in words, such as the initial sound in their name. This supports children's future reading skills.

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

- Staff implement a sequenced curriculum effectively. They focus on the prime areas of learning for younger children to ensure there is a solid foundation for future learning. Staff work with Reception teachers to focus on the skills older children will need, such as independence and fine motor skills for future writing. Children are well prepared for school.
- Staff show a good understanding of how children learn. They provide differentiation in activities to ensure children are challenged at each age and stage. For example, younger children enjoy the sensory and mark-making experience of pushing rockets through flour, while older children count how many bears can ride aboard each rocket. As a result, all children make good progress as they learn together through play.
- Staff use assessment effectively to monitor children's progress and to inform teaching. They make observations of learning in the moment and use these to adapt the support they provide. Staff identify gaps in children's learning and make plans to close these. As a result, all children make good progress.
- Staff do not always share information about children's ongoing learning with parents effectively. This does not support parents to understand their child's progress and continue learning at home. Staff have identified this issue and have systems in place to improve practice. However, these systems are not yet embedded.

- Staff provide ample opportunities for physical development. Children are encouraged to use their muscles as they pedal bikes outdoors and balance on large wooden blocks. They develop fine motor skills as they squeeze coloured water into pipettes and trace numbers. As a result, children are developing good control and coordination in their movements.
- Staff promote positive behaviour. They provide opportunities throughout the day for children to learn how to listen carefully and behave responsibly. For example, children stop their play at the sound of a bell and tidy up together. This contributes to a positive environment where children can learn effectively.
- Staff deliver a curriculum that promotes children's independence. Children practise skills such as pouring their own drinks, finding their belongings and putting on their own coats. Children are beginning to feel confident in their own abilities.
- Managers have effective systems to support staff development. Staff act upon the constructive feedback given to them during observations, and training is focused on the areas staff need support in. This leads to enhancements in the teaching and practice children receive.
- Staff are approachable and have developed secure relationships with parents. However, the provider does not always ensure that the relationships between the senior leadership team and parents reflect a positive culture. Consequently, there are inconsistencies in the quality of communication with parents.

## **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:**

- share information with parents about children's individual learning to help guide them and promote continuity in children's development
- improve communication between senior leaders and parents to promote a positive and respectful culture.

## Setting details

<b>Unique reference number</b>	EY541928
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10368432
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	S4YC Limited
<b>Registered person unique reference number</b>	RP900701
<b>Telephone number</b>	07951861296
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

S4YC - Willaston Pre School registered in 2016. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school employs four members of staff, three of whom hold early years qualifications at level 2 and above. The manager is an early years teacher. The pre-school offers government funded childcare.

## Information about this inspection

### Inspector

Natalie Myatt

### Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during circle time.
- Parents shared their views of the pre-school with the inspector.

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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