

Inspection of S4YC Out of School Club & Preschool - Christ Church

Christ Church C of E Primary School, Deeside, Whitby, ELLESMERE PORT CH65 6TQ

Inspection date: 5 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff warmly greet children at this welcoming setting. The caring staff build up strong bonds with the children from the start. Children quickly settle and choose from a wide selection of resources and activities on offer. For example, children explore dough by rolling it and making pretend food. Staff extend children's communication and language skills. They use words, such as 'squash' and 'squeeze', while children manipulate the dough. Children proudly show what they have made. This helps to build children's confidence and range of vocabulary.

Children behave well and show care and concern for their peers. Any minor incidents of unwanted behaviour are swiftly dealt with by staff, who support children to resolve conflicts. Staff plan a wealth of activities, which reflect children's likes and interests. For example, children eagerly paint the feet of play dinosaurs and stamp them onto the paper. This helps to keep children engaged and have positive attitudes to learning.

Children are introduced to mathematical language through the daily routines and activities. For example, staff encourage children to put some play bones in order of size while playing outside. They use language of 'longer than' and 'shorter than' and encourage the children to compare sizes. Children spontaneously count objects during play and general routines. As a result, children are supported to develop early mathematical concepts.

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

- Leaders have created a well-sequenced, ambitious curriculum, which builds on children's knowledge and skills. Staff observe what children know and can do. They identify their next steps in learning and plan opportunities for children to develop these over time. Consequently, children make good progress across all areas of learning.
- Overall, staff support children to develop their self-care skills. For example, children learn to put on their coats. That said, at times, staff do not fully consider how to extend children's independence skills further. For example, during snack times children find it difficult to pour from heavy jugs. This means that children are not always able to practise and master skills independently.
- Staff regularly share information with parents about their child's development through an online app, daily feedback and parents' evenings. Parents say that their children thoroughly enjoy their time at the setting with the kind and caring staff. Staff share information with parents about how they can support their development. For example, when children show signs they are ready for toilet training, staff speak with parents about how they can support their children at home. As a result, parent partnership is a strength of the setting.

- Staff hold children's communication and language development in high regard. Staff continually model the correct language and teach children new words. They plan targeted activities for children to improve their listening and attention skills. For example, children sit intently and sing along to the familiar tune as they wait to see what is in the bucket. They show high levels of engagement as they explore the new objects. This helps to support children's early communication skills.
- The management team work very well together to support staff in the setting. Robust recruitment and induction procedures ensure that staff are suitable for their roles. Regular supervisions and peer observations enable leaders to identify any training needs. Staff talk about the training they have received and how this has enhanced their practice. Staff feel very supported and enjoy their roles. This helps to support staff well-being.
- Children with special educational needs and/or disabilities (SEND) are supported excellently. Staff quickly identify gaps in children's learning and bespoke targets are put in place to support their development. Staff work closely with parents and make referrals to outside agencies, when needed. This means children with SEND receive the targeted support they need in order to make good progress.
- Children enjoy time in the garden. They have plenty of opportunities to be physically active as they ride bikes, draw large pictures with chalks and access the climbing frame. This supports children to build strength in their small and large muscles.

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:

- enhance opportunities for children to develop their independence further, in preparation for their next stage of learning.

Setting details

Unique reference number	EY429979
Local authority	Cheshire West and Chester
Inspection number	10404625
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	108
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Telephone number	0151 3382062
Date of previous inspection	27 November 2019

Information about this early years setting

S4YC Out of School Club & Preschool - Christ Church registered in 2011. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting is open Monday to Friday, during term time only. Sessions are from 7.45am to 6pm. During school holidays, care is supplied by S4YC Limited at another of the company's clubs. The setting offers government funded places for childcare.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector looked at relevant documentation and reviewed evidence of the suitability staff working in the nursery.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at various times throughout the inspection.

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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