

S4YC Out of School Club & Preschool - Sutton Green



Sutton Green Cp School, Armthorpe Drive, Ellesmere Port, CH66 4NW

Inspection date	2 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children arrive happy and eager to play. They discover a wide range of activities that challenges them and helps to promote their learning. Children demonstrate that they feel secure. They make good progress in their learning.
- Leaders and managers demonstrate their strong commitment to achieving the best possible outcomes for all children. They evaluate the provision and plan and implement improvements that help to enhance children's safety and well-being.
- Practitioners in the school, pre-school and out-of-school club share information effectively, leading to continuity in children's care and learning. Practitioners know how children in the Reception class are learning to write their names. As a result, children experience consistent teaching about correctly forming written letters.
- Children who have special educational needs and/or disabilities are supported extremely well. The special educational needs coordinator works in close partnership with specialist professionals and the school.

It is not yet outstanding because:

- On occasions, opportunities for two-year-old children to choose and explore are restricted by the organisation of activities and routines.
- Practitioners, sometimes, do not teach children how to make healthy choices and to eat a balanced diet.

What the setting needs to do to improve further

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

- improve the structure and routines of the day, so two-year-old children have more opportunities to explore freely and make choices in their play
- help children to understand the importance of eating a balanced diet, so they can make healthy choices when they eat.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children in the club and pre-school during the inspection.
- The inspector completed a joint observation with the compliance manager.
- The inspector held a meeting with the provider, the nominated person, two compliance managers and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the provision.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified team works together well and practitioners devote their time and attention to the children. Managers are supportive in their supervision of practitioners. They observe practitioners' teaching and suggest targets for improvement. For example, managers help practitioners to think about the questions they ask children during activities. As a result, practitioners learn to ask questions that help to promote children's progress more effectively. Arrangements for safeguarding are effective. There are robust systems in place for the safe recruitment and induction of practitioners. All practitioners undertake training that helps them to identify children who may be at risk of abuse or neglect. They know the action they must take should they have a concern about a child's safety. Partnerships with parents are strong. Parents praise the friendly practitioners. They say they feel welcome to ask questions and to share news and information.

Quality of teaching, learning and assessment is good

Practitioners make observations of children that they skilfully use to help them plan and modify activities. Children demonstrate an interest in playing at the sand tray and become deeply involved in their self-chosen play. Practitioners play alongside, carefully matching their teaching to the children's play. Children learn new knowledge and skills. For example, they count together as they tap the bottom of the upturned bucket before proudly revealing their sandcastle. Practitioners use props effectively in their teaching. Pre-school children learn to count and calculate using toy insects, with the help of a practitioner and an entertaining hand puppet bird. Practitioners accurately assess and regularly summarise children's progress.

Personal development, behaviour and welfare are good

Practitioners are calm and caring role models and relationships in the pre-school and club are positive. Practitioners establish consistent boundaries for children's behaviour. They teach children to resolve disputes. Children learn to respect other people. For example, when children snatch toys, practitioners teach both of them to ask and answer politely, so they learn to share. Practitioners have a good understanding of how children learn. Children's physical development is promoted effectively. Children run freely, balance along a low beam and pedal tricycles in the well-equipped outdoor space. Indoors, children concentrate hard as they learn to move different parts of their bodies in time with action songs. Consistent daily routines help to keep children safe.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Children can count and they know some of the purposes of counting. They begin to recognise written numerals. Children know the words and actions to a wide range of songs and rhymes. Children know the familiar routines. They understand and follow the signal that tells them they must stop and listen. Older children confidently go to the toilet by themselves. They can put on their coats and hats and pour their own drinks at snack time.

Setting details

Unique reference number	EY492555
Local authority	Cheshire West and Chester
Inspection number	1026499
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	70
Name of registered person	S4YC Limited
Registered person unique reference number	RP900701
Date of previous inspection	Not applicable
Telephone number	0151 3382121

S4YC Out of School Club & Preschool - Sutton Green was registered in 2015. The provision employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, five at level 3 and one at level 2. The provision opens from Monday to Friday during school terms. Out-of-school sessions are from 7.45am until 8.45am and 3.15pm until 6pm. The pre-school opens from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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