

## Inspection date

27 April 2015

Previous inspection date

30 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not have an up-to-date knowledge of the requirements of the Early Years Foundation Stage. As a result, she has not fulfilled all of her responsibilities, with regard to notifying Ofsted of changes.
- There are not enough opportunities for children to learn to take further responsibility for their own needs and extend their independence at snack time.
- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations and supervisions, are not always used to their full potential.

### It has the following strengths

- Children participate in a wide variety of interesting and stimulating activities. As a result, the children enjoy coming to the club and are motivated to take part in new opportunities that are appropriate to their individual needs.
- Effective partnerships with the school ensures children's care and learning needs are shared, enabling staff to support children's learning in the out-of-school club.
- Children are happy, settled and content in the out-of-school club, because staff are friendly and welcoming to the children.
- Staff remind children how to play and use equipment safely and give children clear explanations. As a result, children are developing a good understanding about how to keep themselves safe.

## What the setting needs to do to improve further

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

- extend opportunities for continuous professional development by developing a highly focused and critical approach to improvement through the supervision processes
- develop more opportunities for children to learn to take age-appropriate responsibility for their own needs, for example, by being able to be involved in preparing their own snack.

### To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of the appointment of a new manager, changes to the nominated person and details of each member of the governing body (compulsory part of the Childcare Register)
- ensure Ofsted are informed of the appointment of a new manager and changes to the nominated person (voluntary part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the club and held discussions with the manager.
- The inspector observed activities taking place in the school hall and outside area.
- The inspector took into account the views of the parents and carers spoken to on the day.
- The inspector discussed the club's self-evaluation and improvement plan with the manager.

## Inspector

Joanne Ryan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are occupied and interested in the activities and experiences provided for them. For example, children learn about their environment and the world around them as they hunt for mini-beasts. Appropriately qualified staff extend children's learning through talking to them about the creatures they find and displaying facts about their life cycles. Staff have established good relationships with the teachers in the school where children spend most of their day, which enables them to create a consistent approach to meeting the needs of the children. As a result, children acquire the skills required to continue in their learning and make good progress in their learning and development. Children have good opportunities to develop their physical skills, because they are offered a range of opportunities, such as skipping and playing football.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are offered opportunities to be independent through choosing from a good range of resources. However, all opportunities for independence have not been fully considered. For example, there are missed opportunities for children to help prepare and serve the snacks. Staff give children clear messages about the behaviour expectations in the setting and work closely with the school teachers and parents, so a consistent approach to behaviour management is created. As a result, children are confident and their emotional well-being is supported. Children take risks appropriate to their age. For example, they climb on outdoor equipment and negotiate the slope while playing on the hill. Children are learning about healthy lifestyles, because they grow a range of fruit and vegetables. Staff work closely with the parents when children first start and on an ongoing basis. For example, staff offer an information session for new parents. As a result, parents are well informed and staff know children well.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The provider does not demonstrate a good knowledge and understanding of the requirements of the Early Years Foundation Stage, because they have failed to notify Ofsted of a change in committee members. The impact on children is not significant because suitability checks have been undertaken and effective recruitment procedures are in place. Staff participate in supervision meetings where they generally discuss their role and identify areas for training. However, the supervision process is not critical enough to enable staff to be highly focused on the areas for improvement, and training does not focus on how they can improve their teaching skills. Staff have a suitable understanding of the signs and symptoms of abuse, and understand how to respond should a concern arise about a child in their care. As a result, risks to children are minimised. At the start of the school year, staff work together to devise a development plan and they work on the areas to improve throughout the year. As a result, some improvements take place.

## Setting details

<b>Unique reference number</b>	316787
<b>Local authority</b>	Bury
<b>Inspection number</b>	865106
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Smarties Committee
<b>Date of previous inspection</b>	30 June 2010
<b>Telephone number</b>	0161 773 1432 or 07779 966357

Smarties was registered in 1998. The club employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 8.55am, and 3.30pm until 5.30pm. The club is based within St Margaret's C of E Primary School in Prestwich.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

