

Smartys School Club

Pirehill First School, Tilling Drive, Walton, Stone, Staffordshire, ST15 0AA



Inspection date

29 November 2017

Previous inspection date

30 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have developed good links with the on-site school staff and other professionals. For example, teachers visit the club to meet and observe children. They share information that will support children's move into school. These effective partnerships help staff to build upon their practice so that all children, including those who need extra support, continue to make good progress.
- Partnerships with parents are strong. Staff regularly identify what children can do and share this with parents. The management team effectively analyses and reflects on the progress of individual children and groups of children, so outcomes for them are good.
- Children's understanding of the natural world is promoted well. They experience exciting, regular hands-on learning in the on-site school's woodland environment where they investigate and use a range of tools. For example, children use sticks to mash berries and paint with and they make bark rubbings from trees. They have good opportunities to manage risks for themselves.
- Staff build strong relationships with children. They respond positively to children and give them smiles, praise and play beside them as they try out something new. This helps children to feel relaxed, safe and confident to try new experiences.

It is not yet outstanding because:

- Staff do not always organise group times to encourage younger children to fully concentrate and engage in the activities.
- Staff do not consistently build on what children need to learn next to help them to achieve as much as possible in their learning.

What the setting needs to do to improve further

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

- support younger children's learning at group times more effectively, helping them to be more involved and extend their concentration skills
- build on what children need to learn next to help them achieve as much as possible in their learning.

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 evaluated staff's assessments of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of two activities with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the club.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to safeguard children. They know the signs that would cause them concern about a child's welfare and the correct procedures to follow. The management team makes sure that it monitors the practice of each member of staff and identifies and plans for any training needs. This has a positive impact on the progress children make. For example, staff from one of the other linked settings managed by the limited company have attended training on how to encourage play and learning in a woodland environment. They regularly provide children with effective and safe sessions that promote their exploration of the woodland area.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. Overall, they make sure that the daily circle time provides children with opportunities to listen and answer questions that extend their thinking and vocabulary. During such times, staff increase children's knowledge of the days of the week and months of the year and model the initial sounds in words. Staff model counting the children present and encourage them to recognise the appropriate number on the wall. Children listen intently to the staff member's instructions and copy her actions as they enthusiastically mould dough in their hands in time to the music. This type of activity helps to strengthen the small muscles in children's hands to enable them to develop their writing skills. Staff prepare children well for the next stage in their learning, such as school.

Personal development, behaviour and welfare are good

Staff provide meals and snacks for children that are nutritious and well balanced. Children have long periods throughout the day where they can choose to play outside, encouraging them to be physically active. Staff provide children with a good range of opportunities to develop their coordination, strength and balance. For example, children laugh with delight as they vigorously race each other on the ride-on toys. They balance on and jump off the low tree trunk stumps. Staff provide clear guidance for children about what is and is not acceptable behaviour. This helps children to behave well and show a high of regard for one another.

Outcomes for children are good

Children make good progress from their starting points. They follow their own interests and use writing materials and tools when they engage in imaginative role play with their friends. Children use the wooden spoons to scoop up the mud and tip it into buckets, talking about what they are making for tea. They build stories as they play with the small-world fairy garden which is set in real grass that they cut with the scissors. Children enthusiastically sing and do the actions to songs, helping them to develop their understanding of language. They work together and use a range of construction materials to build their own models. Children are confident, happy and talk freely and enthusiastically to staff and visitors about what they are doing.

Setting details

Unique reference number	218364
Local authority	Staffordshire
Inspection number	1103192
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	40
Number of children on roll	76
Name of registered person	Smarty's Day Nursery (Stone) Limited
Registered person unique reference number	RP535129
Date of previous inspection	30 July 2014
Telephone number	01785 817 974

Smartys School Club registered in 1998. The club employs 17 members of childcare staff. Of these, one holds early years teacher status, one holds an appropriate qualification at level 4, 10 hold level 3 and one holds level 2. The club provides a pre-school, a before-and after-school provision and a holiday playscheme. The pre-school opens from Monday to Friday during term time. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children. The before- and after-school provision opens from 7.30am until 9am and from 3.30pm until 6pm. The holiday playscheme opens from 7.30am until 6pm during school holidays.

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