

Inspection of Smarty's After School Club

Ruislip Gardens Primary School, Stafford Road, Ruislip, Middlesex HA4 6PD

Inspection date: 13 July 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff work hard to create a setting, which is welcoming for all children. They ensure that children have the support which they need to take part in all the activities on offer. Children are happy and enjoy each other's company. Staff develop good relationships with children. They take time to listen carefully to children as they talk about what has happened during the day. Children enjoy a wide range of activities and provide ideas to staff about what they would like to do while at the club. They benefit from the opportunities for outdoor play, making up games and taking part in running races.

Staff understand how to keep children safe. For example, they take children to shaded areas during warm weather. Children understand routines and the expectations which staff have of them. They clean their hands before eating and tidy away their plates when they have finished. Children are polite. They happily check whose turn it is when playing games and share toys with each other. Staff display children's creative work. Children proudly talk about what they have made, demonstrating their sense of achievement. They say that they particularly enjoy the arts and crafts activities which staff provide.

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

- Staff have high expectations for children's behaviour and immediately address any concerns they might have. They quickly put clear strategies in place to support children to learn about being respectful towards each other. For example, children have created their own 'golden rules', which are displayed on the wall. Staff put clear boundaries in place and talk to children about how to manage their emotions. They work with parents to create a positive atmosphere in the club.
- Overall, partnerships with parents are strong. Parents say that they are very happy with the service which they receive. They highlight that staff understand how to meet the needs of children with special educational needs and/or disabilities. However, the provider acknowledges that there is scope to improve the amount of information which parents receive, such as about the staff who care for their children and the activities they offer.
- The provider supports staff's professional development well. Staff have access to a wide range of training, which they access regularly. They use their training effectively. For instance, staff deepen their understanding of the risks which may face children in their lives outside of the school and club. They talk about the support which is provided for children from disadvantaged backgrounds.
- Staff create areas where children can sit and relax after a day at school. Children lie in beanbags and enjoy some quiet time. They sit and chat to their friends,

supporting their developing social skills. Children have the opportunities to talk about what makes them different and the same. Books are available for children who want to sit and read, practising the skills which they are learning in school.

- Children are supervised well. Staff work closely with the school to create strategies for younger children to move safely from their classrooms to the club. They use radios to communicate with each other as children move between the indoor and outdoor areas. The staff and provider work closely with the school about internet safety. Staff carefully follow the rules set by the school and monitor children closely when they are using the school's computers during their time at the club.
- Children gain confidence as they overcome the challenges provided by some of the creative activities staff plan. For example, they make 'jellyfish' in bottles. Children measure out water and think about how much food colouring to put in it. They estimate how much water they need to pour into small plastic bags to create the jellyfish, using scissors to cut the tentacles. They are fascinated by how the jellyfish 'float' and 'sink' in the bottles. Children's views are important to staff. For instance, they discuss recycling and staff listen to children's concerns about the environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate that they understand their responsibility to keep children safe. They carry out regular risk assessments of the premises and equipment. Staff record which children are at the club. They are able to recognise the signs and symptoms which may give them cause for concern about the welfare of a child and know the procedures to follow. Staff are secure in their understanding of the duty which they have to report concerns about the conduct of colleagues. The provider carries out checks to ensure that staff are suitable to work with children.

Setting details

Unique reference number	EY555657
Local authority	Hillingdon
Inspection number	10174562
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	29
Number of children on roll	29
Name of registered person	Smarty's Nursery Limited
Registered person unique reference number	RP905782
Telephone number	07941 514821
Date of previous inspection	Not applicable

Information about this early years setting

Smarty's After School Club registered in 2017. It is based in Ruislip Gardens Primary School in the county of Middlesex. The club operates during term time from 2.45pm to 6pm, Monday to Friday. There are four members of staff, one of whom holds a relevant qualification.

Information about this inspection

Inspector
Ceri Callf

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider gave the inspector a tour of the club, and explained what activities and resources were provided for children.
- The inspector spoke to staff, parents and children during the inspection, and took account of their views.
- The inspector observed activities indoors and outside, and the impact they had on children's experiences while attending the club.
- The provider and inspector held a meeting. The inspector looked at relevant documents, including those relating to the suitability of staff working at the club.

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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