

# Inspection of Smiles St Margarets

St. Margarets C Of E School, High Street, Stoke Golding, Nuneaton, Leicestershire  
CV13 6HE

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Inspection date:

14 September 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are excited to attend this before- and after-school club. They enjoy sharing breakfast and chatting with friends each morning, as they prepare for the day ahead. This supports children to form good relationships with staff and other children. At the end of a school day, children explore the spacious indoor and outdoor environment, and take part in a wide range of activities.

Children benefit from outdoor activities and enjoy being physically active. For instance, older children organise a game of tag as some of the other children play football. Younger children enthusiastically climb, balance and jump from climbing equipment, managing their own risks well. Staff support children's imaginative play, as they find sticks and pretend they are toasting marshmallows. Children enthusiastically talk about the den they have built and how they like to relax and 'chill with their friends'.

Children are supported to behave well. Staff act as positive role models and support children to resolve any minor issues that arise. They provide one-to-one support for children with special educational needs and/or disabilities, helping them to cope with their emotions. Children's emotional well-being is supported effectively. They benefit from a safe, quiet area where they are able to discuss their feelings or share any concerns they may have.

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

- Staff work in partnership with the host school. They obtain key information from teachers regarding their children, to help support continuity of care. They also find out about the school's current topics and provide follow-on activities to help embed children's learning. For example, the school have been celebrating the life of Queen Elizabeth II. Staff provide fact sheets and craft activities to further children's understanding of the monarchy.
- Children are free to choose what they would like to do. They enjoy joining together to make bracelets. Children work alongside each other and offer support to friends as they learn to weave. Staff offer praise as children show off their creations and take pride in their achievements.
- Children are socially confident and openly talk about what they enjoy about 'their club.' They express their happiness about being able to make choices. For example, children ask to play a game that staff help to organise and then keep score.
- Staff help children to feel a sense of ownership of the club. For example, staff include children in discussions where they are encouraged to share ideas regarding what activities they would like. Children also help plan the club's

weekly menus. As they work together, staff talk to children about making healthy food choices and they provide meals which are nutritionally balanced.

- Children are aware of club routines and happily help at snack time. They wash up their own utensils and put cutlery and plates away after eating. Children know to wash their hands after playing outside and before eating and eagerly do so without being asked.
- Staff receive regular supervision meetings and yearly appraisals to help identify any areas for professional development. The manager ensures staff gain access to training to further their knowledge. The manager values her staff and understands the importance of their well-being. She offers 'treat days' to ensure morale is kept high. Staff comment that they feel valued and supported.
- Parents speak positively about the club. They comment that they share information with staff about their children before they start at the club, and staff discuss the club's routines. This helps new children to settle quickly.
- Staff supervise children extremely well. They keep count of children and take registers as they move from school to playground and back again. However, on occasions, children become restless as they are expected to queue during these sometimes lengthy transition processes. Nevertheless, children behave well overall and show respect towards staff and their peers.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff understand their role and responsibilities to keep children safe. Staff are required to complete ongoing safeguarding training. This helps them to understand the potential risks associated with children being drawn into extreme behaviours. Staff know the procedures to follow if they have concerns about a child, or the behaviour of a staff member. They attend regular staff meetings where they discuss safeguarding policies and procedures. Staff teach children the importance of online safety and share this information with parents. Risk assessments are thorough and effective at keeping children safe.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2523549   |
| <b>Local authority</b>                             | Leicestershire  |
| <b>Inspection number</b>                           | 10208167  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care  |
| <b>Age range of children at time of inspection</b> | 4 to 11   |
| <b>Total number of places</b>                      | 46  |
| <b>Number of children on roll</b>                  | 98  |
| <b>Name of registered person</b>                   | Smiles Nurseries Ltd  |
| <b>Registered person unique reference number</b>   | 2523546   |
| <b>Telephone number</b>                            | 07944454182   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Smiles St Margarets registered in 2018. It operates from a community hall within the grounds of St. Margaret's C Of E School, in Stoke Golding, Nuneaton, Leicestershire. The after-school club opens from Monday to Friday, during term time only. Sessions are from 7.30am until 8.50am and from 3pm until 6pm.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated/registered individual about the leadership and management of the club.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the club with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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