

Inspection of Smartys School Club

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

Inspection date: 10 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

On arrival, children are greeted by an inspirational team of staff with huge smiles and an abundance of enthusiasm. Children confidently find their own pegs and hang up their belongings. They rush through the door to greet their friends and quickly engage in their enriching learning environment. Children flourish in this highly engaging setting. Relationships between staff and children are extremely positive. Staff are exemplary role models and nurture confidence and curiosity in children.

Children thoroughly enjoy a wide range of imaginative play experiences. For instance, they learn positional language as they pretend to be pirates and use their telescopes to search 'under' and 'over' outdoor objects to find the pirate's missing golden pants. Staff support children to be independent problem-solvers. They set a challenge to build a plank for the pirates to walk on. Children share ideas with their friends and think critically about what materials would work best. Children are fully immersed in their learning.

Children's behaviour is superb. All children demonstrate high levels of concentration in carefully planned activities, skilfully adapted by key persons to meet children's individual learning goals. At the shake of a tambourine, all children stop what they are doing and wave their hands in the air. They wait for the next instruction from staff. Children have a deep understanding of rules and expectations.

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

- The setting has created a broad, ambitious and sequenced curriculum. The management team has carefully considered its learning environment which is under constant review to ensure it meets the changing needs of children. Staff provide activities that develop, consolidate and deepen children's knowledge across all seven areas of learning. For example, children recall their knowledge of the ocean as they hunt for sea creatures in the water. Children accumulate a strong foundation of skills for their future learning.
- Staff create a language-rich environment, enabling children to develop excellent communication skills. They make wonderful use of story time to challenge children's imagination through skilful questioning. Song time is a delightful experience. Children sing along to new and familiar songs. They move their bodies and tap their instruments to accompany their joyful singing.
- Staff have established healthy routines. Lunchtime is a social occasion. Staff sit with children and engage in conversation as they enjoy healthy and nutritious meals together. There are lots of opportunities to be physically active throughout the day. For example, children crawl under cargo nets and dance along to their favourite nursery rhymes. They discuss the physical changes in

their body after exercise. Children gain an excellent understanding of how to be healthy.

- Processes to support children's transitions are extremely robust. Staff gather a range of information about new starters. This ensures that meaningful learning can take place from the onset. Children are equipped with a wealth of skills and knowledge to prepare them for their transition to school. Staff ensure that children meet their new class teachers. Children talk about their next stage of learning with excitement and confidence. For example, they are proud to share that they are going to be in the 'amber' or 'ruby' class. The setting has excellent relationships with the on-site school. This ensures continuity of care for children attending the school club.
- Staff strongly promote inclusion throughout the setting. They go to great efforts to ensure that all children feel celebrated. They explore different cultures and invite parents to share their religious experiences. Staff dedicate time each day for children to share their experiences outside of the setting with their friends. As a result, even the quietest children exude confidence.
- The dedicated and committed management team has high aspirations for the setting. The team is highly reflective and continually strives for improvement. The team places an emphasis on continually developing their passionate and skilled workforce. Staff report high levels of well-being. This is demonstrated in their interactions with children.
- Staff establish excellent partnership with parents. Parents value the updates and communication that they receive and say that they feel listened to. Effective communication with parents ensures that children with special educational needs and/or disabilities (SEND) get the help and support that they need. As a result, children with SEND make exceptional progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent knowledge of the signs and symptoms that might indicate that a child was at risk of harm. They are acutely aware of their own responsibility to report any concerns. Recruitment systems are robust and follow safer recruitment guidelines. Safeguarding is threaded through the induction process and forms part of staff's ongoing professional development. Effective risk assessments help to ensure a safe and secure environment for children to play and learn. Staff are committed to keeping children safe in the sun and consider the daily ultraviolet levels when considering how much time to spend outdoors.

Setting details

Unique reference number	218364
Local authority	Staffordshire
Inspection number	10289555
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 11
Total number of places	32
Number of children on roll	248
Name of registered person	Smarty's Day Nursery (Stone) Limited
Registered person unique reference number	RP535129
Telephone number	07896345033
Date of previous inspection	29 November 2017

Information about this early years setting

Smartys School Club registered in 1998. The club employs 12 members of childcare staff. Of these, one holds an appropriate qualification at level 4, and nine hold level 3 qualifications. The club provides a pre-school, a before- and after-school provision and a holiday playscheme. The pre-school opens from Monday to Friday, 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.

Information about this inspection

Inspector
Roxanne Mason

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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