

Inspection of Smarties

St Margarets Primary School, Heywood Road, Prestwich, Manchester M25 2BW

Inspection date:

19 September 2023

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision does not meet requirements

Leaders do not have secure knowledge and understanding of the safeguarding and welfare requirements. Consequently, children's individual needs and emotional well-being are not adequately supported. Leaders have not established an effective key-person system. As a result, children are not supported during their transition and do not form safe and secure attachments with a named carer. In addition, leaders do not provide staff with effective supervision. Staff do not receive effective coaching and mentoring. Leaders do not use supervision to consider staff knowledge and identify training needs. For example, leaders have not identified that some staff understanding of safeguarding is weak.

Despite these weaknesses, staff offer children a happy and welcoming club, which they enjoy attending. Staff ensure that routines are structured to support children to settle in quickly. Staff remind children of the expected behaviours. The environment is calm and quiet as each child waits for the register and their turn to choose something for snack. Children develop friendships within the club and happily chat with one another. Staff offer children a range of activities that support children to be focused and engaged in their play.

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

- Leaders fail to implement a key-person system to support children. They do not consider how to meet the specific needs of early years children. For example, at the start of the academic year, when some young children need extra support to manage the many changes they face, such as starting at a new school and at the club, these needs are not met effectively. Leaders do not offer children opportunities to build a secure relationship with a named staff member to support their emotional well-being during these transitions. This also has an impact on the effectiveness of parent partnerships from the outset. Children's needs are not fully met.
- Leaders do not have effective systems in place for the supervision and support of staff. This does not promote a culture of continuous improvement or provide opportunity to discuss sensitive issues. As a result, staff knowledge within areas such as safeguarding and the individual needs of children is not strong. For example, staff are unaware of children with possible additional needs who have recently started at the setting. This does not promote the interests of children.
- Staff promote children's good behaviour through a structured routine and by communicating clear expectations. The environment is calm because play is purposeful and focused. Staff model respectful relationships as they thank children for moving so that friends can sit together. Children learn to be respectful of adults and each other. Children feel safe and secure.

- The special educational needs and disabilities coordinator works closely with the school to support children with special educational needs and/or disabilities. This includes providing staff with specific strategies to support some children. However, not all staff are aware of newer children's specific additional needs. This does not ensure that all children's needs can be fully met at all times.
- Staff provide children with the opportunity to make choices. Children listen intently to the healthy options available for snack. Afterwards, they are encouraged to choose what they would like to play with, and all move with purpose to their chosen activities. Children develop their independence and confidence.
- Staff offer children frequent praise and encouragement. This builds their confidence. Older children support the younger ones within activities. They show perseverance and resilience as they try to complete challenging tasks. At home time, they proudly show parents what they have made. Children take pride in their own and others' achievements.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has ensured that the designated safeguarding lead has accessed safeguarding training. However, leaders do not ensure that all staff understand the safeguarding policy and procedures. As a result, some staff are unclear of the different types of abuse and the signs and symptoms to look out for. This compromises children's welfare. However, other aspects of safeguarding practice are stronger. Most staff understand the action to take if they have a concern about the behaviour of another member of staff. In addition, staff complete daily safety checks to make risk assessments of the premises in order to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
introduce an effective key-person system to meet the specific needs of early years children	19/10/2023
ensure that staff understand the safeguarding policy and procedures and that all staff have up-to-date knowledge of safeguarding issues	19/10/2023

ensure that appropriate arrangements are in place for the supervision of staff.	19/10/2023
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Setting details

Unique reference number	316787
Local authority	Bury
Inspection number	10258370
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 10
Total number of places	84
Number of children on roll	96
Name of registered person	Smarties
Registered person unique reference number	RP518330
Telephone number	0161 773 1432 or 07779 966357
Date of previous inspection	27 September 2022

Information about this early years setting

Smarties registered in 1998. The club is run by a committee and operates from a number of rooms within St Margaret's Church of England Primary School. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The club is open Monday to Friday, during term time. Sessions are from 7.30am until 8.55am and from 3.30pm until 5.30pm.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to 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 individual and registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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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