

# Inspection of Smarties

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

---

Inspection date: 8 July 2024

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

**This inspection**

**Met**

---

Previous inspection

Not Met (with actions)

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

### **This provision meets requirements**

Staff have created a play environment that is filled with awe and wonder. The atmosphere buzzes with children's excitement. Everywhere that you look, children are immersed in play. Staff are good role models. They provide children with clear expectations for their behaviour. Children know what is expected of them and show impeccable attitudes towards their play. They are kind and courteous towards others. Staff provide children with a play programme that captures their interests and keeps them motivated to play. For example, children are enthralled while enacting characters from books. They pretend to be princesses who have 'magical powers'. Children's laughter fills the air while they play ring games. They giggle with delight while searching for bugs outdoors and talk about caring for the environment.

Staff encourage children to try new experiences and to learn new skills. For example, children show great determination while learning how to ride a scooter. Staff cheer children on and celebrate their success. Children are proud of their achievements. They are eager to display their artwork on the 'wow wall' and praise their friends for their efforts. Children show a strong sense of pride.

Staff teach children about the importance of keeping healthy. Children discuss why keeping physically active is important for their bodies. They listen to the rhythm of their heartbeats after running outdoors. Staff support children incredibly well to understand the importance of good oral health. Children talk about visiting the dentist. They are aware of the impact that too many sugary foods can have on their teeth. Staff help children to become independent from a young age. Children hang their own coats up, help to tidy toys away and take care of their personal belongings. Children develop the necessary skills to support them in their next steps in play.

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

- The setting has worked exceptionally hard to bring about change since the last inspection. It has welcomed support from the local authority and the host primary school. Self-evaluation is accurate. For example, the setting has worked hard to incorporate play areas that support younger children's imagination. This has resulted in younger children using an array of imaginative toys to enact the roles of teachers and of superheroes. Children demonstrate excellent imaginative skills. For example, they travel to a 'fairy land' outdoors and become pirates.
- The setting has established a highly successful key-person system. Staff are allocated time to get to know children and their families during the settling-in period. This enables staff to plan activities that match children's interests and

fascinations. Children feel safe and secure in the care of staff. They are self-confident individuals who are proud to be a part of the setting.

- The setting provides children with broad play experiences. They use what they know about children to ensure that play experiences are fun and exciting. Children relish their time at this vibrant setting. They let staff know what they want to play with. Children are fascinated while learning about the life cycle of a butterfly. They make animal collages and help to build a special 'bug hotel' outdoors. Children gain a good understanding of the wider world.
- The setting gives high priority to staff's well-being. It ensures that staff's workload is manageable. Staff receive incentives for their hard work and commitment to playwork. Staff morale is high. They reported that working at the setting is like being part of 'one big family'.
- The setting has successful arrangements in place for staff's coaching and mentoring. Staff have regular supervision sessions and appraisal meetings. They reported that training has a positive impact on their practice. For example, training in playwork has given them a broader understanding of how to support children's large-muscle skills during creative play. Children show excellent physical dexterity during their play.
- Partnership working is good. Links with parents and carers are rooted in trust and respect. Parents receive regular updates about their children's time at the setting. Links with class teachers and external professionals are robust. There is a strong commitment from the setting to ensure that continuity of care and play is maintained.
- The support in place for children with special educational needs and/or disabilities and children who speak English as an additional language is excellent. The setting ensures that these children get the support that they need. Timely interventions are in place and these children flourish.
- Staff teach children about similarities and differences well. Children talk about celebrations from around the world. They recall tasting different foods while learning about Eid. Children develop a good awareness of what makes them and others unique. For example, they discuss how some children have different eye and skin colour. Children are well-rounded individuals. They develop a good understanding of what life is like in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	316787
<b>Local authority</b>	Bury
<b>Inspection number</b>	10314394
<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>	74
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Smarties
<b>Registered person unique reference number</b>	RP518330
<b>Telephone number</b>	0161 773 1432 or 07779 966357
<b>Date of previous inspection</b>	19 September 2023

## Information about this early years setting

Smarties registered in 1998 and is located in Prestwich, Manchester. The setting employs seven members of childcare staff. Of these, five hold an early years qualification at level 3. The setting 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

Luke Heaney

## Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector observed adult-led activities and children during their play.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024