

Smiles St Margaret's

St Margarets C Of E School, High Street, Nuneaton, CV13 6HE



Inspection date	30 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Supervision arrangements do not support the staff to recognise and build on their professional skills. Training needs are not identified to help them develop their practice.
- Although children spend time outdoors, the resources are not matched sufficiently to their needs and interests. The outdoor environment is not consistently planned well enough to keep children motivated and interested in a broad range of activities.
- Children's recognition of diversity is not consistently promoted by staff.
- The manager does not use self-evaluation to monitor the quality of the provision and identify where improvement is needed.

It has the following strengths

- Children are confident and happy individuals. Staff support children well in managing their own behaviour. Children understand the rules for sharing and taking turns. Older children show tolerance and respect for younger ones and help to support their play. Children show respect for their environment, staff and peers.
- Staff are very kind, caring and friendly. They chat with children and share humorous stories and jokes. Children show genuine affection towards staff and are pleased to see them after school.
- Staff promote children's understanding of good personal hygiene and their awareness of how to lead a healthy lifestyle. They provide the children with healthy food to eat and promote daily exercise.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ improve the arrangements for the supervision of staff in order to identify their strengths and build further on their knowledge and skills. | 06/03/2017 |

To further improve the quality of the early years provision the provider should:

- organise the outdoor environment more effectively to motivate and interest children in a wider range of activities
- promote children's recognition of diversity more effectively to help them gain a better understanding of the differences between themselves and others in their own community and the wider world
- use self-evaluation more effectively to clearly identify weaknesses in practice and areas for development.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector evaluated the range of activities on offer with the club manager.
- The inspector held a meeting with the club manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has developed a system to appraise and support staff. However, this is used infrequently and does not result in the identification of staff's ongoing training needs or help them develop their practice and skills. As a result, their interactions with children are not of the highest quality. Effective recruitment and induction procedures are in place to help ensure that students and new staff are aware of their roles and responsibilities. Parents' comments about the staff and the club are complimentary. They feel well informed about their child's day at school, what they have eaten and the range of play activities offered. Partnerships with the host school are positive. Information about how children's progress can be supported and any care needs they have is shared. This means there is some continuity between the two settings they attend. The arrangements for safeguarding are effective. Staff have a secure understanding of the steps to take should they feel a child is at risk of harm. The manager has not identified where there are weaknesses in the provision or where staff need additional support to improve their skills because self-evaluation is not used effectively.

Quality of teaching, learning and assessment requires improvement

Staff at the club are experienced in caring for children. They clearly know children well and ensure the indoor environment is organised to promote their independence and enjoyment. However, staff have not received enough support to develop the skills they need to ensure their interactions with children are always of the highest quality. That said, children do receive consistently good support to develop their social skills. They settle quickly to their chosen play and become engrossed in their activities indoors. Staff offer lots of games and activities for them to choose from. For example, children are offered opportunities for making and building dens together, creating models and cooking. Children show patience and perseverance as they carefully build towers from blocks, make models or create their own artwork. They are confident and have good speaking skills. They ask questions of staff, who then engage them in conversation. Children chat happily about how much they love attending the club. However, children have too few opportunities overall to develop their understanding of diversity and similarities and differences between themselves and others in the local community and the wider world.

Personal development, behaviour and welfare are good

Staff work closely with parents to establish children's likes and interests before they begin. This helps staff to offer play and activities they know children will enjoy and have fun with. As a result, children settle quickly. However, staff do not offer a good enough range of resources or experiences to entice younger children to participate in outdoor play. Children of all ages display high levels of confidence as they easily chat and converse with their peers and adults. Children talk about being safe and of what to do if they hear the whistle blow for the fire drill or should there be an accident. They eat healthily and give staff their views on the foods offered. They also contribute ideas for activities. Staff enable children to have a voice and to develop their sense of belonging.

Setting details

Unique reference number	EY493315
Local authority	Leicestershire
Inspection number	1026115
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	26
Number of children on roll	40
Name of registered person	Kelly Donna Palfreyman
Registered person unique reference number	RP908739
Date of previous inspection	Not applicable
Telephone number	07825773307

Smiles St Margaret's was registered in 2015. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time. Sessions are from 7.45am to 8.45am and from 3pm until 6pm.

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