

Inspection of School of Play @ St Hilda's

St. Hildas Primary School, Warwick Road South, Firwood, Manchester M16 0SH

Inspection date:

2 July 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The club is welcoming and inclusive. Staff support children who speak English as an additional language through liaison with schools and using key words to assist communication. They display information about children around the club to reflect children's individuality and achievements. This creates a nurturing atmosphere, where all children feel valued, secure and included. Children benefit from a good amount of space in the areas of the school the club uses inside and outside, where they play happily with each other. This helps them to build on the strong friendships they make at school. The key-person arrangements are effective and all early years children benefit from play and care that is tailored to meet their individual needs.

Staff celebrate and share children's achievements with them. For example, children talk about how they have earned pocket money at home and saved energy by switching of the lights. Staff use these opportunities to boost children's self-esteem and encourage responsibility. Staff support children to manage their own personal care needs and keep themselves safe. For example, they help children to learn about staying safe in the sun. Children benefit from extra-curricular activities, including weekly Spanish lessons. They behave well and demonstrate kindness. For example, they welcome each other into their play. Children learn how to be kind to their peers.

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

- Children take part in a broad range of engaging activities that staff plan, including themed topics, such as 'pirate week'. For example, children practise their fine motor skills as they use glue sticks to collage their pirate hats. Staff offer activities alongside general resources, such as books and construction toys. They share planning with children. This allows children's ideas to shape activities. These opportunities support children's personal interests and build independence in their learning.
- Children show high levels of concentration and play well together. Staff support children's play and communicate purposefully to support their imaginations and thinking skills. For example, staff talk to children about what they might need next when building structures. As a result, children develop their critical thinking skills.
- Staff consistently praise and reward children's positive behaviour through a positive reward system. This encourages children to be kind, help others and support younger children. Children work well together, for example, when making bracelets, they help each other to thread the beads. They show politeness and responsibility, such as informing staff when moving between

areas. This helps children to develop respectful relationships, social confidence and a strong sense of community within the club.

- Children enjoy a variety of physical play, including skipping and climbing apparatus. Staff support children to learn new play skills. For example, they actively role model games with children, such as archery. Staff provide healthy food choices for children and support them in hygiene practices. They positively encourage children's gross motor skills and healthy habits.
- Partnerships with parents and carers and the on-site school are effective. Staff communicate efficiently with the teachers and parents to maintain continuity in children's care. Parents speak positively of the club, staff and the activities provided for their children. They state that their children are happy, settled, confident and safe in the club.
- Leaders are keen and dedicated to ensuring that the club delivers a high-quality service to children and parents. Staff report high levels of professional support from leaders, including support for their own well-being.
- Leaders ensure that staff complete mandatory training. They provide lots of opportunities for staff to complete additional training. For example, staff have completed training to help them to support children with special educational needs and/or disabilities even further.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2752054
Local authority	Trafford
Inspection number	10402788
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	3 to 11
Total number of places	45
Number of children on roll	67
Name of registered person	School Of Play Mcr Ltd
Registered person unique reference number	2559329
Telephone number	01617265022
Date of previous inspection	Not applicable

Information about this early years setting

School of Play @ St Hilda's registered in 2023. It is independently run and operates within St Hilda's Primary school in Firwood, Manchester. The club operates during term time, from 7.45am to 8.45am and from 3.15pm to 6pm, Monday to Friday. The club employs four members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector viewed the club and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club
- The inspector took account of parents' views from their written feedback.
- Staff spoke to the inspector 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.

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