

Inspection of Saint Marie's After 3's

St. Marie's R.C. Primary School, Edward Street, The Mosses, Bury, Lancashire BL9 0RZ

Inspection date:

25 March 2025

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children enter this setting with excitement, looking forward to meeting their friends and accessing a wide range of activities. Staff collect younger children from their classrooms, while older children make their way to the designated room within school. Children hang their bags and coats up and use hand gel on entry, showing they are aware of routines. There is a clear intent from all staff for the setting. The central aim is to offer a safe and fun environment for children to socialise and grow. Children are independent, make their own choices and express their ideas. Children demonstrate they are extremely settled and feel secure and happy.

Staff are positive role models. They understand children's individual needs and know when a child may need some reassurance or a word of encouragement. Staff understand the individual needs of children with special educational needs and/or disabilities extremely well. They use the same strategies that are used in school to meet children's needs. This means that children receive high levels of care. Children have built warm attachments to staff and are eager to invite them into their play.

Staff work hard to plan activities which interest children and engage them in play. Children enjoy baking activities, art and craft activities, play chess, enjoy board games and access the outside facilities of the school. These opportunities help children play alongside their peers, socialise after the school day and learn life skills, such as cooperation. Staff have high expectations for children and children behave in a respectful manner. Children's behaviour is very good.

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

- Staff place children's needs and interests at the centre of this setting. Children have opportunity to explore concepts in interesting ways. They enjoy making chocolate nest cakes as part of exploring Easter, while other children make models of turtles as they learn about endangered species and animal habitats. Children are developing their understanding of the world.
- Staff plan activities which complement learning in school and continue to support children in their learning and development. For example, children enjoy listening to stories which supports their literacy skills and make Mother's Day cards to support their creativity. In addition, they use construction sets to build structures, which supports their spatial awareness and mathematical knowledge.
- Children have lots of opportunities to practise their skills and develop their confidence. For example, younger children master the art of riding a scooter, while older children use equipment to practise their gymnastics and balancing skills. Staff encourage children to 'have a go' as they play. Children are beginning

to take risks and assess their personal safety.

- Staff really value the voice of children and include them in decision-making as much as possible. Children have recently developed their own positive behaviour reward system with smiley faces. This allows children to be rewarded with a small prize at the end of the week. Older children independently go to help younger children. Children are very caring towards their peers and respectful towards one another.
- Partnerships with parents are very good. Staff share a range of information with parents about their child and are proactive in supporting the whole family. Parents state that staff are 'really good' and that they know children are safe and happy as they always ask to attend. These partnerships help children to feel fully supported.
- Partnerships with staff from school are very meaningful. Many of the setting staff work in school during the day in other roles so know children's needs throughout the day. Information is regularly shared to meet children's individual needs. This helps to provide a consistency of care for children throughout the school day.
- Senior leaders are very active within the setting. Staff state that they feel very supported and valued and are happy in their roles. Staff attend a range of training which is tailored to meet the needs of children. For example, they attend training about children's health needs and how they can best support them. Staff attend supervision meetings and staff meetings. This supports all staff in sharing the same vision for the children in their care.

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	EY300055
Local authority	Bury
Inspection number	10372401
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	32
Number of children on roll	34
Name of registered person	St. Marie's R.C Primary School Committee (After 3's Out of School Club)
Registered person unique reference number	RP525248
Telephone number	0161 763 4663
Date of previous inspection	16 April 2019

Information about this early years setting

Saint Marie's After 3's registered in 2005 and is managed by a committee comprised of school staff, governors and parents. The club operates from 7.30am to 8.45am and 3pm to 5.30pm on weekdays, during term time. Currently, three staff work with children, one of whom holds a relevant childcare qualification at level 4, one of whom holds a level 3 and one who is unqualified.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The registered individual and the manager joined the inspector on a learning walk and spoke to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual and manager about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of documentation and reviewed evidence of the suitability of staff working in the setting.

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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