

R.A.S.C.A. (Royton After School Care Association)

Inspection report for early years provision

Unique reference number	511718
Inspection date	14/03/2011
Inspector	Helen Blackburn
Setting address	The Old Nursery, Radcliffe Street, Royton, Oldham, Lancashire, OL2 6RH
Telephone number	0161 620 1375
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Royton After School Care Association (R.A.S.C.A.) opened in 1977. It is one of three settings that is managed by a voluntary committee. It operates from five rooms in a self-contained building situated in Royton, a residential area of Oldham. There are schools, parks, shops and public transport links in the local area. The setting provides before and after school care and pre-school provision at different times throughout the day. Out of school care is open each weekday from 7.30am to 9am and 3pm to 6pm, and the pre-school is open each weekday from 9.15am to 3.15pm, term time. During the school holidays, the setting is open each weekday from 7.30am to 6pm for both out of school care and pre-school. The setting is open 50 weeks of the year. All children have access to two enclosed play areas.

The setting is registered on the Early Years Register to care for children aged from two years. A maximum of 97 children may attend the setting at any one time and there are currently 35 children in the early years age range on roll. The setting also offers care to children aged over two years to 11 years. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 45 children in this age range on roll. The setting supports children with special educational needs and/or disabilities or children with English as an additional language. The setting provides funded early education for two, three and four-year-olds.

There are eight members of staff employed at the setting. Of these, seven hold early years qualifications to at least level 2 or above. Two members of staff are currently training towards a further qualification. The setting is a member of 4Children and Kids Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with the children, parents and others involved in children's learning. Children experience a learning environment that effectively supports them in becoming well-behaved and independent learners. Regard to promoting equality and diversity is excellent and children's opportunities to share their views and opinions is promoted extremely well. The children are happy and settled and they have a positive and enthusiastic approach to their learning. Overall, policies, procedures and most documentation contribute to promoting children's learning and the safe management of the setting. Through good self-evaluation processes and reflective practice, practitioners evaluate and monitor their service well to promote ongoing improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve documentation to include parental permission to the seeking of emergency medical advice, and obtain information from parents about who has legal contact and parental responsibility for the children. (Safeguarding and promoting children's welfare).
- 05/04/2011

To further improve the early years provision the registered person should:

- improve the organisation of the risk assessment record to ensure all mandatory information is clearly recorded and improve the risk assessment arrangements regarding access to the outdoor play area when younger children are playing outdoors
- review the new approach to how observations are matched to the expectations of the early learning goals to ensure systems effectively support children's ongoing progression.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding and promoting children's welfare are good. Through keeping up-to-date with safeguarding issues, for example, through training, practitioners have a good understanding of their responsibilities in protecting children from harm. For example, their clear procedures outline how they report and monitor concerns. Effective recruitment and vetting procedures ensure practitioners are suitable to work with children and staff retention at the setting is very good. For new practitioners, procedures include clear inductions and mentoring systems which ensure they fully understand their roles and responsibilities. Practitioners ensure they supervise and keep a record of any visitors to the setting and this contributes to protecting children from harm.

Overall, the setting maintains a good range of documentation, policies and procedures, which contribute to promoting the safe management of the setting. However, there is a small omission on a parental consent because it does not include permission to seek emergency advice and practitioners do not routinely seek information on who has legal contact or parental responsibility for the children. These are breaches of specific legal requirements. Overall, practitioners provide a safe and secure environment for children to play. They manage this because they carry out safety checks and complete regular risk assessments. In addition, practitioners work well together. They supervise children at all times and they adhere to adult to child ratios. This contributes to keeping children safe. However, the organisation of mandatory data required in the risk assessment record is a little disordered and on the day of inspection, the gate to the younger children's play area was unlocked, which means visitors can freely access the area. Through good organisation of resources, children can make safe and independent choices in their play. Practitioners also make good use of the local community resources to extend children's learning. For example, they go on walks and they invite parents and people from the community into the setting.

The setting's drive, ambition and commitment towards promoting ongoing improvement is good. Through self-evaluation, regular discussions and reflective practice, they evaluate and monitor their service well. For example, through introducing a bear that children take home, information-sharing regarding children's experiences and learning has improved. Through regular appraisals and training, management support practitioner's ongoing professional development well. Practitioners welcome the views of others within the self-evaluation process and this means it is an inclusive process. Practitioners have also addressed all the recommendations made at the last inspection. For instance, by developing their observation, planning and assessments arrangements, practitioners fully support children in making good progress in their learning.

Relationships between the practitioners, parents and others involved in children's learning are good. For example, through effective communication and information sharing they work well together to meet children's individual needs. Through discussions, policies, procedures, newsletters and noticeboards, parents receive good quality information about the service children receive. Practitioners encourage parents to be involved in their children's learning and progression. For example, they have access to their child's progress records and through parent journals they encourage them to share children's achievements. Practitioners work well with others involved in children's learning and care, such as nursery, school or external agencies. This means they are proactive in ensuring children receive the best learning opportunities to support their learning, or if they need additional support or help.

The quality and standards of the early years provision and outcomes for children

Practitioners have good relationships with the children and they know them well, which means they effectively meet their individual needs. Practitioners are actively involved in children's play and through positive interactions they challenge and support their learning well. Overall, observation, planning, assessments and arrangements are good. For example, practitioners regularly observe children's play and use their findings to plan for their next steps in learning. In addition, through reflecting on their assessment arrangements, practitioners have very recently introduced a new system regarding how they match their observations to the expectations of the early learning goals. However, because this process is new, practitioners have not yet reviewed the effectiveness of these new arrangements. Children access a good range of resources and activities that cover all areas of learning, which supports them in making good progress.

The children have a positive and enthusiastic approach to their learning. For example, when making dens, children use their imagination and creativity skills well. Through exploring different medias and textures such as sand, water and shaving foam, children have good opportunities to learn using all their senses. The children confidently engage in conversations and they enthusiastically join in stories, eagerly anticipating key events. This supports children's communication and literacy skills. Practitioners provide a good range of activities to support

children's problem-solving, reasoning and numeracy skills. For example, children use mathematical language to describe objects of different shapes and sizes. They count in everyday situations and they build and construct with a variety of materials.

Through everyday routines, such as handwashing and promoting oral health, children are developing a good understanding of the importance of effective personal hygiene practices. Through nutritious snacks and meals, growing their own foods and taking part in weekly food preparation activities, children are developing a good understanding of leading a healthy lifestyle. Opportunities for children to be active and to exercise are good, which supports their physical development. For example, children enjoy playing outdoors and they climb, run balance and use equipment such as bikes, slides, bats and balls with skill. In addition, through activities such as painting, chalking, pouring water, manipulating sand and other media, children are developing their dexterity and coordination skills well. Through having good relationships with practitioners, the children feel safe, settled and happy. The children have a good understanding of how to keep themselves and others safe. For example, they talk about issues, such as stranger danger, road safety, and they take part in regular evacuation practices.

The children's behaviour is good. Through play, positive role models and consistent boundaries, children learn about sharing, taking turns and being kind to others. This supports children in developing positive and cooperative relationships with their peers. The children are very confident. They have excellent self-esteem and self-image because practitioners praise and value their contributions extremely well. For example, through children counsels, children have the confidence to express their ideas and opinions, which practitioners then successfully incorporate into the planning of the setting. The children are developing a very good understanding of diversity, difference and the world in which they live because the setting's approach to promoting inclusive practice is excellent. The children talk about differences; they celebrate different festivals and traditions and access a wide range of resources that promote positive images of all people in society.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met