

Rushcroft Primary

Trent Road, Shaw, OLDHAM, Lancashire, OL2 7YL

Inspection date

Previous inspection date

03/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff have a thorough understanding of all safeguarding practices. They are aware of the signs, symptoms and categories of abuse. As a result, children are very well protected.
- Children receive a broad range of activities that capture their interests and keep them motivated to learn. Consequently, children are eager to try new experiences and display the characteristics of effective learning.
- The key-person system is well fostered and relationships between children and staff are strong. Consequently, children settle very well and their emotional well-being is effectively supported.
- Self-evaluation is well rooted. Leaders and managers set clear, realistic and challenging targets which are regularly monitored and evaluated. Effective parental partnerships are established and strong links with external agencies are in place.

It is not yet outstanding because

- Opportunities for children to develop their independence to the utmost are not fully implemented, such as at snack time.
- The opportunities for children to learn about the natural world, such as planting and growing, have yet to be fully embraced in the outdoor area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the club with the deputy manager.
 - The inspector carried out a joint observation with a member of the leadership team.
 - The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at various policies, procedures and the clubs self-evaluation plans.

Inspector

Luke Heaney

Full report

Information about the setting

Rushcroft Primary was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room in Rushcroft Primary School, in the Shaw area of Oldham and is managed by the headteacher. There is a fully enclosed area available for outdoor play. The club is accessible to children that attend the school. The club employs seven members of childcare staff. Of these, one holds a level 7 qualification, one holds a level 4 qualification, three hold a level 3 qualification, one holds a level 2 qualification and one holds a level 1 qualification. The club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group. The club supports a small number of children with special educational needs and/or disabilities. The club receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for all children to increase their independence and to take a more active role in the club, such as pouring their own drinks at snack time
- develop the potential of the garden area to support children's understanding of the natural world, for example, by being involved in planting and growing activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the Early Years Foundation Stage. Children receive a broad range of activities and experiences that keep them motivated and interested to learn. Young children participate in reading activities, climb low-level apparatus and become fascinated while collecting leaves and twigs. Older children participate in football, tennis and show increasing skill and control while operating scooters and bikes. Comprehensive 'All about me' forms are in place, shared with class teachers and provide staff with the foundations to offer personalised play and learning programmes. Consequently, activities and resources are carefully planned around children's individual learning styles and interests. Effective planning systems are well rooted, evaluated and provide clear next steps in children's play and learning. As a result, children display the characteristics of effective learning and are excited to explore new activities and experiences presented to them.

The quality of teaching is consistently good across the club. Staff are fully aware of how to

successfully maintain a correct balance between adult-led and child-initiated learning. Children are eager to explore their learning environments and display high levels of enthusiasm and determination in self-chosen activities. For example, children learn how to operate push and pull equipment, persevere with throwing and catching activities and create their own ring games. Children have access to good quality resources and have a well-equipped outdoor area. Children's early understanding of difference and equality is well fostered across the club. Children learn about religious festivals and traditional customs, such as making Diwali cards for the Hindu festival of Diwali. Children gain a good understanding of the world, they investigate living things and talk about different seasons. However, opportunities for children to gain first-hand experiences and understand the process of planting and growing is not yet fully developed within the club.

Staff promote children's communication and language skills very well. Staff use appropriate open-ended questions and provide opportunities for children to take the lead in speaking and listening activities. For example, children help staff take the daily register, discuss significant events and listen perceptively to one another's play concepts. Children develop positive dispositions and attitudes to be ready for school early on. Staff hold regular meetings with teachers and consistently follow through strategies, such as promoting self-control skills, concentration and independence. Children with special educational needs and/or disabilities are very well cared for by the experienced staff team. Robust intervention, individual educational plans and external support are securely in place and are regularly monitored by the management team. Staff ensure they keep parents well informed about their child's time at the club, including the activities children are involved in.

The contribution of the early years provision to the well-being of children

Children display high levels of enthusiasm as they enter the club. Their laughter, conversations and eagerness to explore their busy and vibrant club provides a welcoming and warm atmosphere. Children's emotional well-being is effectively supported through a well-planned key person system. Settling-in procedures are well fostered and children are invited in for several visits, provided with tailored support and have allocated time with their key person. Furthermore, an effective buddy system is in place, which provides new children with a familiar friend to help them settle and get to know the dynamics of the club. Children have a strong sense of belonging in their club and they are eager to share their personal achievements with staff and visitors. For example, children show the inspector self-portraits and football skills they have recently acquired. Children have developed an out of school club council, where resources, activities and personal requests from children are discussed and acted upon with staff.

Children's behaviour is good across the club. Staff follow consistent and clear behaviour management strategies and use positive reinforcement. Consequently, children fully understand what is expected of them and they show genuine care and empathy towards one another. Older children have devised their own club rules and regularly remind younger children of the significance of taking care of play equipment. Robust risk assessments are fully in place and staff know how to offer a safe and secure play environment. Visitors are asked for identification, presented with the visitors' book and

accompanied by a senior member of staff. Staff place great emphasis on personal safety with all children, they regularly discuss aspects of stranger danger and how to respond to different emergencies. Consequently, children have developed an early understanding of how to inform staff if they see a person on the premises without a visitor's badge and know how to call for help in emergencies, such as calling the fire or police service.

Staff demonstrate good hygiene practices and all areas of the club are clean and fit for purpose. Staff have attended the relevant food hygiene training and areas to prepare food are suitable. Children receive a variety of healthy, nutritious and wholesome foods that comply with local authority healthy eating guidelines. Children have a good understanding of how to keep fit and healthy. They discuss the significance of eating fruit, drinking water and taking regular exercise. Staff promote children's independent skills effectively and provide them with opportunities to wash their own hands, blow their noses and take control over their personal belongings. However, staff do not always provide children with sufficient opportunities to pour their own drinks during snack time to promote their independence further. Children receive good physical challenge, have open access to outdoors and receive adequate fresh air. Children develop their large muscle skills as they jump, climb and run with increasing skill, coordination and control. Children gain an early awareness of how to successfully manage and take appropriate risks during their play. For example, children operate balancing equipment, jump from different heights and climb various apparatus. Staff successfully promote children's personal, social and emotional development through providing lots of praise, encouragement and positive role modelling. Consequently, children form secure friendships and are independent and confident explorers. Staff successfully support children's impending moves to different classes and schools. They discuss the step by step process with children and offer tailored reassurance and support. Consequently, children are well prepared emotionally when they move to a new setting.

The effectiveness of the leadership and management of the early years provision

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, staff are astute to the signs, symptoms and possible indicators of abuse. They are confident in the referral procedure and know what to do if an allegation is made against themselves or a colleague. As a result, children are very well protected and their safety is assured. Management have effective systems to ensure planning arrangements complement learning from school and provide sufficient challenge and interest for all children. The monitoring of planning is robust and regular trails are implemented to ensure children's individual needs, interests and some learning requirements are being successfully met. As a result, children receive enriched and personalised programmes that successfully enables them to develop the skills, attitudes and self-determination to work well towards the early learning goals.

Effective systems are in place for performance management and staff receive professional coaching, support and training that improves their overall teaching practices. Regular supervisions and appraisals take place and staff are set clear and challenging targets.

Underperformance is managed through tailored one to one support and is closely monitored by the senior leadership team. Recruitment and vetting procedures are well rooted and management have attended the relevant safer recruitment training. Consequently, adults working with children have undergone stringent suitability screening and have had an enhanced Disclose and Baring Service check. Management monitor the quality of teaching and learning through professional observation, scrutiny of professional practice and carry out trails on play and learning documentation.

Self-evaluation is successfully embedded. Management have a strong drive for continuous improvement and include parents, children and staff in this process. Parental questionnaires, meetings and discussions with children are held and all views are acted upon. Partnership working is a strength of the setting, effective links with the local authority, healthcare professionals and the local community are well fostered. Staff invite visitors, such as emergency services and the local birds of prey team. Parental partnerships are very successful. Parents are extremely happy with the services the club provides and state 'staff go above and beyond for my child, they are brilliant'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY272505
Local authority	Oldham
Inspection number	819894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	45
Name of provider	Rushcroft Primary School
Date of previous inspection	not applicable
Telephone number	0161 770 8236

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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