

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

The Old Nursery, Radcliffe Street, Royton, Oldham, Lancashire, OL2 6RH



Inspection date

Previous inspection date

11 June 2015

14 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Some staff do not have an accurate picture of children's learning or complete the progress check for children age between two and three years.
- Partnerships with parents and other settings are not strong enough to support children's learning at home and with other providers.
- Managers do not check that each child's progress is regularly monitored by staff or that their individual planning meets their learning needs.
- Children do not receive consistent messages about the importance of eating healthily.

It has the following strengths

- Staff are warm and friendly, and are polite and courteous. Children behave because staff consistently praise them for their achievements and kindness.
- Children use mathematical language in their play because staff make the most of opportunities to promote this area of learning.
- Staff are aware of how to safeguard children. For example, recruitment procedures are good and children are very well supervised. In addition, staff know the possible indicators of abuse and what to do if they have any concerns about the welfare of a child.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring that staff regularly and accurately assess children's progress, including the progress check for children between the age of two and three years, and provide appropriate activities to develop each child's learning
- improve partnerships with parents and other settings to share information about children's learning.

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

- build on opportunities to promote children's understanding of the benefits of eating healthily

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the managers and looked at relevant documentation, such as the settings self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a broad range of activities that promotes children's learning and development across all areas. Staff observe children, however, there are inconsistencies in how well staff monitor the progress children make. For example, some staff have not completed the progress check for children between the age of two and three years. In addition, some staff do not understand the assessments systems. Consequently, not all staff have a clear picture of children's development in order to plan the next steps in their individual learning effectively. This means that children make steady, not good, progress to acquire the skills needed for school. Ways of promoting parents' involvement in their child's learning are not effective. For example, not all parents are aware that their child has a development file in order to look at it, and some files do not contain accurate information. Furthermore, not all parents receive verbal feedback regarding their child's learning. As a result, not all parents receive enough information to enable them to support their child's learning at home.

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

Children are happy, settled and confident. They have formed good relationships with staff and their friends. Overall, children are taught healthy habits. For example, they grow their own vegetables and they have lots of opportunities to exercise in the fresh air. However, staff do not always give children consistent messages about the importance of eating healthily. This does not maximise opportunities to support children to make healthy choices. A good range of large and small equipment promotes children's physical development. For example, children access a large climbing frame and have lots of space to run around. Staff foster children's independence well. For example, they select from an adequate range of toys and help to tidy up.

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

The managers have a reasonable understanding of the legal requirements of the Early Years Foundation Stage. As a result, children's safety and well-being is supported. However, checks on the quality of teaching, planning and assessment are not rigorous enough. As a result, some children's individual planning is not sharply focused enough to fully support their learning. In addition, checks of staff practice do not highlight this as a training need. Although most staff are qualified, this only has a moderate impact on children's learning. Systems for identifying what is working well and what needs improving are developing and some priorities for improvement are identified. For example, the action and some of the recommendations from the setting's last inspection have been addressed. Staff have implemented some ways of communicating with other early years settings that the children attend. However, these are not effective enough to ensure children receive a complementary approach to their learning. Staff understand the importance of liaising with teachers when the time arrives for children to move on to school.

Setting details

Unique reference number	511718
Local authority	Oldham
Inspection number	855604
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	97
Number of children on roll	65
Name of provider	Royton After-School Care Association Committee
Date of previous inspection	14 March 2011
Telephone number	0161 620 1375

Royton After School Care Association was registered in 1977. The setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2 or 3. The setting opens from Monday to Friday for 50 weeks of the year. Out of school sessions are available from 7.30am until 9am and 3pm until 6pm. Pre-school sessions are available from 9.15am until 3.15pm during term time. The setting opens from 7.30am until 6pm during school holidays for both the out of school club and the pre-school sessions. The setting provides funded early education for two-, three- and four-year-old children.

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