

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

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



Inspection date

3 May 2016

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not accurately record children's actual hours of attendance to know who is present, so that they can keep them safe.
- The quality of staff teaching is not consistently strong. Staff are not provided with the coaching and support they need to help raise their teaching to the highest level.
- The balance of adult and child-led activities does not always meet the needs of children and, sometimes, prevents them from fully exploring and leading their own play.

It has the following strengths

- Staff have formed secure partnerships with outside agencies, including with other settings children attend. This helps to promote continuity for their care and learning.
- Staff promote children's independence and growing sense of responsibility. Children help make sandwiches and cut their own fruit at snack time. This helps to enhance their self-care and independence.
- Children benefit from visits from external groups, such as a sports coach. These help to promote children's health and well-being.
- Partnerships with parents are secure. Staff provide parents with regular updates about the progress their children make. This helps to support children's learning both in the setting and at home.

What the setting needs to do to improve further

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

	Due Date
■ maintain an accurate record of children's actual hours of attendance at all times	03/06/2016
■ improve the coaching and support for staff to ensure teaching is consistently strong and of the highest level	03/06/2016
■ review the planning of activities to help provide a more suitable mix of adult-led and child-led activities that help children to effectively engage in learning.	03/06/2016

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as policies and procedures, the setting's self-evaluation and evidence of the suitability and qualifications of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management requires improvement

The recently appointed manager and the senior team have made some improvements since the last inspection. The use of precise improvement plans has started to help raise the quality of care and learning for children. The manager is steadily addressing the inconsistencies in staff's teaching. She is embedding regular supervision arrangements and observations of staff's teaching practice. Although this is beginning to bring about some improvements in staff's teaching, the support and coaching arrangements have not been given the highest priority to give them a secure understanding of what constitutes good teaching and how to improve their overall effectiveness. The arrangements for safeguarding are effective. The manager and staff have a secure understanding of the signs and symptoms of child abuse and of the correct reporting procedures. This helps to keep children safe from harm.

Quality of teaching, learning and assessment requires improvement

Although the staff team is well qualified, the quality of teaching is not consistently strong. Not all staff use skilful questioning techniques or extend discussions with children to encourage them to think critically or communicate their thoughts and ideas. Staff have improved the quality and accuracy of children's assessment records, including the progress check for children between the age of two and three years. Generally, staff plan for children's future learning needs. However, at times, activities are heavily adult-led. These do not help children to remain focused, stay on task and explore fully the activities they enjoy. For example, staff encourage children to take part in frequent group times that are too long and some children lose interest and become a little distracted and disengaged in learning. Overall, children demonstrate their readiness for future learning and school. They learn to control their movements as they use tools to dig in the sand and make sculptures.

Personal development, behaviour and welfare require improvement

Staff provide a safe environment for children to play in. Risk assessments are conducted daily both indoors and outdoors to identify and minimise any potential hazards. Children demonstrate they feel safe and secure. Although staff mark children's arrival in a daily register as they arrive throughout the morning, they do not include their hours of attendance. This means that they are not always aware of children's patterns of attendance, in order to keep them safe. Children are happy and confident. They have developed suitable emotional attachments to their key person. Generally, children learn to respect others and play cooperatively. Staff promote children's health. They enjoy fresh air and exercise in a well resourced and interesting outdoor area.

Outcomes for children require improvement

Overall, children, including those with lower than expected starting points for their age, make typical progress in their learning. Effective use of pupil premium funding helps children benefit from the increased focus staff have placed on developing their mathematical skills. Children demonstrate suitable progress in this area of learning. For example, they demonstrate the ability to use positional language during activities.

Setting details

Unique reference number	511718
Local authority	Oldham
Inspection number	1017802
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	60
Number of children on roll	75
Name of provider	Royton After School Care Association
Date of previous inspection	11 June 2015
Telephone number	0161 620 1375

R.A.S.C.A. (Royton After School Care Association) was registered in 1977. The setting employs 8 members of childcare staff, all of whom 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 from 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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