

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

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



Inspection date

9 February 2017

Previous inspection date

3 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The manager and staff team have worked extremely hard to address the actions raised at the last inspection. They have also enhanced many other aspects of their practice. Staff are fully committed to their role as childcare practitioners and have a shared vision of how they intend to improve the setting further.
- Staff's interaction with children throughout the setting is good and in some instances outstanding. Children demonstrate high levels of engagement and successfully build on the skills they are learning at school. Staff skilfully support younger children to develop a positive attitude to help them prepare for future learning.
- Children demonstrate strong emotional attachments with their key person. Staff are sensitive and caring and ensure that children's physical and emotional needs are consistently met to help promote their self-esteem and welfare.
- Overall, partnerships with parents are good. Effective systems are used to exchange information about children's activities and experiences and help to promote good consistency and continuity for the children.

It is not yet outstanding because:

- Staff do not fully make the best use of the outdoor area to enhance experiences for children who prefer to play outside.
- Self-evaluation, although effective in supporting the development of childcare practice, does not yet fully include the views of parents.

What the setting needs to do to improve further

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

- enhance the outdoor play area and provide further opportunities for children who prefer to play outside to investigate and explore
- extend the arrangements for self-evaluation and consistently include the views of parents to help identify areas for further improvement.

Inspection activities

- The inspector observed children and staff engaging in activities in the indoor playrooms.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector held a meeting with manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff create a culture of vigilance where safety and welfare are promoted well. They have a secure understanding of the procedures to follow in the event of a child protection concern or an allegation made against a member of staff. Robust recruitment procedures help to ensure that staff are suitable to work with children. Security systems, such as closed circuit television cameras, staff deployment and checking the identification of visitors, are effective. This helps to ensure children are well protected from unwanted visitors and cannot leave the premises unsupervised. The majority of staff hold an appropriate early years qualification at level 2 and above. This, together with opportunities for further training, contributes significantly to good practice within the setting. The manager uses her knowledge, skills and expertise to guide, coach and support staff, and carries out regular supervision meetings to manage their performance. Staff establish open communication links with children's teachers from the start. They gather appropriate information to complement children's learning and development in the setting.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time at the setting. Staff are full of fun and enthusiasm, and this is imitated by the children, who are totally absorbed in their play and experiences. Children are involved in the planning process and make independent choices about what they want to do. Overall, staff provide a wide range of resources, activities and experiences based on children's interests. Children are full of excitement when they re-enact a story that they have been learning about at school. Staff skilfully ask children questions that help them to think and recall what happened in the story. Children eagerly pretend to stir porridge and explain that, 'The daddy bear's porridge was too hot, the mummy bear's porridge was too cold but the baby bear's porridge was just right'. Children tell staff, 'The baby bear's chair was broken and Goldilocks fell asleep in his bed'. This contributes to the good development of children's communication and language and imaginative skills. Staff effectively encourage children to explore and investigate materials, such as shaving foam and dough. Children are confident communicators. They talk to staff and each other about what they are doing and share their experiences from home.

Personal development, behaviour and welfare are good

Children are very happy and well settled in the setting. They develop a good understanding of the importance of adopting a healthy lifestyle. Children have the space and freedom to take part in physical exercise indoors. They enjoy playing football and team games, such as relay races. This helps children to learn to work together to achieve a common goal. Children confidently show off their muscles and sing songs about why exercise is good for their bodies. Staff encourage children to taste different foods and help them to make healthy choices. Children demonstrate their understanding as they say that bananas, pears, apples and mango are healthy foods. Staff are excellent role models and play alongside children, teaching them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour.

Setting details

Unique reference number	511718
Local authority	Oldham
Inspection number	1052767
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	60
Number of children on roll	52
Name of registered person	Royton After School Care Association
Registered person unique reference number	RP909947
Date of previous inspection	3 May 2016
Telephone number	0161 620 1375

R.A.S.C.A. (Royton After School Care Association) was registered in 1977. Out-of-school sessions are available from 7.30am until 9am and from 3pm until 6pm Monday to Friday, during term time only. The holiday club operates each weekday from 7.30am until 6pm during school holidays. The setting employs 12 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, and two hold level 2.

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