

<b>Inspection date</b>	6 June 2017
Previous inspection date	26 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children choose from a broad range of interesting activities that reflects their interests and helps them to enjoy their time outside of the school day.
- Staff are deployed effectively to help promote children's play and enable them to develop new skills.
- Staff and the manager seek comprehensive information from parents to help children settle and promote their welfare through effective care practices. Parents praise the quality and range of activities offered, as well as the care and attention given by staff to children's well-being.
- The setting works effectively with the host school to promote continuity for children's physical and emotional well-being, including for learning to manage their feelings and behaviour.
- Staff and the manager meet regularly to help identify individual professional development needs and share their views for further improving the quality of provision.

### It is not yet outstanding because:

- The staff and manager have not fully explored the ways in which children can be more deeply involved in the routines of the provision, in order to further extend their independence, knowledge and confidence.
- Overall, reflection on the good practice in place is not of the exceptional level of detail that contributes to the highest quality of provision.

## What the setting needs to do to improve further

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

- extend the opportunities for children to build greater independence and deepen the extent to which they can gain skills and learning while contributing to the routines of the provision
- reflect with greater detail on practice and develop the use of robust criteria to help identify where changes can raise the quality of provision to the highest level.

### Inspection activities

- The inspector observed children engaged in routines and activities, and evaluated the impact and quality of staff interactions during these.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to several parents to gain their views about the setting.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector looked at documents related to children's welfare and the activities provided, including evidence of the checks on the suitability of those working in the setting.
- The inspector held a number of discussions with the manager.

### Inspector

Jennifer Kennaugh

## Inspection findings

### **Effectiveness of the leadership and management is good**

Arrangements for safeguarding are effective. Staff and managers have a clear understanding of possible safeguarding risks to children and how to report these to the relevant authorities. Security of the premises is managed effectively and staff explain carefully to children why this is important for their safety and well-being. Risk assessments are reviewed regularly to help minimise hazards to children's welfare and the likelihood of any accidents. Records of children's attendance are kept correctly so that it is clear when children are in the care of the setting or at a school-run activity. The manager and staff seek the views of parents and children to check that the provision continues to meet their needs and identify any improvements that can be made.

### **Quality of teaching, learning and assessment is good**

Children have access to a range of resources for developing their manipulative skills and which enable them to use their creativity. They learn how to make pom-poms from wool and then decorate these to make models as they talk about what they have created. Children practise their writing skills while making bookmarks to complement their learning in literacy in school. They enjoy using a range of technology devices to extend their skills for operating these and to learn to take turns with their peers. Staff help children to think about how to build models as they use a range of construction toys to develop their awareness of shapes and spaces. Children play board games as part of developing their counting and reading skills. Staff provide resources that children can use flexibly, such as lengths of material which children use to support their imaginative play.

### **Personal development, behaviour and welfare are good**

Children choose from healthy snacks as part of developing their enjoyment of a balanced diet. Staff encourage children to follow effective hygiene routines, such as washing their hands before eating, in order to encourage their good health. Children learn to be responsible for their belongings and, overall, contribute their help to small tasks, such as tidying up toys. Staff model how to take turns and share resources, to develop children's awareness of the needs of others. Children are encouraged to find the toys and equipment they need and to think about how to use these safely. The staff are deployed effectively, both in the indoor and outdoor areas used, so that groups of children are always supervised by at least one member of staff who is qualified in paediatric first aid. Suitable measures are taken to enable staff to communicate directly with their colleagues, whether they are supervising children indoors or outdoors, to further promote children's safety. Children enjoy a range of outdoor activities that promotes their development of strength and coordination, as well as helping them learn to take small and carefully managed risks.

## Setting details

<b>Unique reference number</b>	316777
<b>Local authority</b>	Bury
<b>Inspection number</b>	1090843
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Childcare Management Committee
<b>Registered person unique reference number</b>	RP518316
<b>Date of previous inspection</b>	26 February 2015
<b>Telephone number</b>	0161 764 7298

Oscar registered in 1992. The setting opens from 8am to 9am and from 3.30pm to 5.30pm, on Monday to Friday, during term time. It is also open Monday to Friday, from 8.30am to 4.30pm, for the first four weeks of the summer holidays, along with the half-term holidays in the spring and autumn terms. The provider employs eight staff, one of whom holds a qualification at level 6 and four who hold qualifications at level 3 in relevant subjects. Three staff have relevant qualifications at level 2.

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