

# Inspection of T.A.S.C

Old School, High Street, Cumnor, Oxford OX2 9PE

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Inspection date:

11 July 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children enjoy their time at the club. They benefit from regular outings, where they are keen to be active and play with friends from other year groups in the fresh air. Children are happy and feel fully included in the club. For example, staff regularly ask them their views and opinions. Children vote on their activities and on new resources they would like to play with. Recently, they have voted for different construction toys at the club, which they now play with frequently.

Children show high levels of engagement. On arrival they settle to activities that staff set out according to their interests. Children behave well. They use good manners in their interactions with staff, such as when making requests at snack time and saying 'please' and 'thank you'. Children respond to staff's routine high expectations. For example, they promptly respond to instructions and understand the need to share resources with each other. Children begin to learn how to keep themselves safe. For example, in warm weather, they know that they need water to keep themselves hydrated and that caps will help to protect their head from the sun.

Children are very sociable and develop positive relationships with children of different ages. This helps them to feel confident and happy at the club.

## **What does the early years setting do well and what does it need to do better?**

- Parents are very complimentary about the care that their children receive. They say that they are well informed about their children's activities. They particularly like the opportunities their children have to play outdoors, for structured play and for 'downtime' at the club.
- Staff develop positive partnerships with staff at the school that children attend. For instance, when they collect the youngest children from classes, staff seek information about children's day. They pass this on to other club staff where necessary. This helps to promote consistency in children's care.
- Staff are happy in their roles and the managers support them well. For instance, they implement successful induction procedures. These help to ensure that staff new to their role are familiar with the way the club runs before they start. Managers support and coach staff through regular supervisions and appraisals, which staff say are beneficial.
- Managers are highly effective and implement robust procedures when recruiting staff. For instance, they advertise new positions, conduct interviews and seek references. They complete the necessary checks to confirm that staff are suitable to work with children.
- Staff place a high priority on developing children's personal and social skills.

They ensure that at each session there are opportunities for children to mix with children of other age groups. Children also have a range of opportunities to play group games where they learn to share and take turns with resources.

- The managers implement an effective key-person system for the youngest children. Staff know their key children well. They are particularly effective in supporting their emotional needs. This helps children to develop secure attachments with staff and feel safe at the club.
- Staff ensure that their provision supports all children's needs, including those children with special educational needs and/or disabilities (SEND). For instance, staff prepare and use resources, such as visual prompts, to help children communicate their wants and needs with them.
- Children demonstrate positive attitudes to their learning. They concentrate and persevere as they use their imaginations to create finger puppets. Children use tools and equipment well, such as felt-tip pens and pencils as they make their puppets. Managers recognise that staff could utilise opportunities within planned activities even more effectively to help reinforce the skills children are learning at school.
- Staff help children to learn about people and communities other than their own. For instance, children have opportunities to explore multicultural books to help them learn about similarities and differences between themselves and others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers complete robust risk assessments to ensure that children are safe. They minimise risks particularly well on outings. For example, they ensure a member of staff monitors access to the site via the nominated entrance and exit effectively. Children take part in regular fire evacuation procedures which help them become familiar with what to do in the event of an emergency. Staff have a good understanding of local safeguarding partnership procedures. They are able to describe signs and symptoms of abuse, such as female genital mutilation and radicalisation. Staff are able to describe how they would respond to different situations, for example if an alternative person were to arrive without warning to collect a child.

## Setting details

<b>Unique reference number</b>	EY554647
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10174778
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	TASC Partnership
<b>Registered person unique reference number</b>	RP554646
<b>Telephone number</b>	07852798830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

T.A.S.C registered in 2018 and is run by a partnership. It is located in a converted school building in the village of Cumnor, near Oxford. The club is open on Monday to Thursday, from 3.10pm to 6.10pm and on Friday from 3.10pm to 5.10pm, during school term times. The club employs seven staff. Of these, three hold appropriate qualifications at level 3.

## Information about this inspection

### Inspector

Lisa Dailey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector visited the registered provision and discussed with one manager the safety and suitability of other outdoor spaces used by the club on outings.
- The inspector spoke to the second manager about their intentions for children during the time they spend at the club.
- Children and parents spoke to the inspector during the inspection. The inspector also considered written views submitted by parents on the day of the inspection.
- Staff spoke to the inspector at appropriate points during the inspection.

We carried out this inspection 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.

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