

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

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

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Inspection date:

18 November 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### This provision meets requirements

An exciting buzz fills the air of this homely club. As children arrive following a busy day in school, they talk eagerly with their friends and with the staff. Children fully understand the routines and show a strong sense of belonging. For example, they know to hang up their coats and wash their hands in readiness to eat their snack. An effective key-person system allows staff to get to know children quickly, which helps children to settle.

While children have access to a variety of activities indoors, many choose to spend their time outdoors in the fresh air. They benefit from lessons from a sports coach and play team games, which test their physical endurance. Children relish these opportunities and explain to the inspector the game rules. Indoors, children work together to build a Ferris wheel using small construction materials. They practise their small-muscle skills while cutting pictures out using scissors, showing excellent scissor control. Children colour pictures of animals according to their own ideas. For example, they create a 'rainbow butterfly'. Children enjoy going to a cosy room where they can read books and play with 'fidget' toys. They very much enjoy their time at the club and say, 'Oh no, they have come too early', when their parents arrive to collect them.

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

- Central to the club is the provider's vision for 'high-quality childcare within a warm and welcoming environment'. Staff share in this aim and want to make sure that the 'individuality' of each child is 'respected and nurtured'. Self-evaluation, which includes the views of staff, children and parents, helps leaders to continue to improve.
- Children choose from many different activities. Staff plan these around topical events, children's interests, and the things which children are learning in school. For example, children hunt for minibeasts and discuss if different creatures come out during the night. They develop their reading skills by sounding out the letters which spell each creature's name. Children complete their homework, read from their school reading books, and skilfully practise their times tables.
- Staff have positive bonds with the children. They encourage children to take pride in their achievements, such as by asking them to talk about stickers that they have been awarded in school. Staff encourage children to partake in 'council meetings', so that children's views are sought regularly. Children say that the staff are 'kind and helpful'.
- Children remember the behaviour expectations and talk about them. For example, they say that to 'keep smiling and be happy' and to be 'really kind to another person' are most important. Children are caring towards others and

show good manners. They talk about fundraising for children who are in need, so that they can 'have a better life'.

- Children show a good awareness about diversity. They learn about different festivals and events, such as St Andrew's Day. Children show curiosity towards the inspector and ask him what his name is and where he comes from. They talk about different families and different countries. These experiences help to prepare children for life in modern society.
- Partnership working is strong. Leaders have secure links with the local school, helping to support children's continuity of care. Parents help to raise money for the club by donating items to include in the Christmas raffle. They say that staff are 'brilliant' and always 'have smiles on their faces'. Parents are reassured that their children 'always come out happy' and they value the regular newsletters and communication from staff.
- Children have jobs to help to develop their self-care skills, such as handing out the fruits and yoghurt. Staff help to promote discussion between children about healthy living. Children comment that milk 'is good for your teeth' and know that it 'comes from cows'. They can identify which foods are healthy, such as broccoli and tomatoes. Children help to tidy up after snack and after their play.
- Staff feel 'really lucky' to be part of a long-serving team, which they describe as 'a family'. They say that leaders support them well and that they complete mandatory training. Leaders are aware that the programme of professional development for staff can be further strengthened, and they have started to do this.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders complete daily risk assessments to check that this is the case. Robust recruitment procedures ensure that staff are suitable to work with children. Staff access up-to-date training in safeguarding and paediatric first aid. They understand how to protect children and keep them safe from harm. Staff know the steps to take in the event of an allegation against a colleague or if they have concerns about children. They have a good understanding of safeguarding issues, including forced marriages and female genital mutilation. Staff teach children how to stay safe while online and outdoors.

## Setting details

<b>Unique reference number</b>	511718
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10234590
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	70
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Royton After School Care Association
<b>Registered person unique reference number</b>	RP909947
<b>Telephone number</b>	0161 620 1375
<b>Date of previous inspection</b>	9 February 2017

## Information about this early years setting

R.A.S.C.A. (Royton After School Care Association) registered in 1977 and is based in Oldham. The club employs four members of staff. Of these, one holds an early years qualification at level 2, and two are qualified to level 3. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 9am and then from 3pm to 5.30pm.

## Information about this inspection

### Inspector

David Lobodzinski

## 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 his evaluation of the club.
- Various documentation was sampled by the inspector, including evidence of the suitability and training of staff.
- The inspector observed the interactions between staff and children as they engaged with activities indoors and outdoors.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The deputy manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- Parental views were taken into consideration by the inspector through written testimonials and discussions.

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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