

# Shaw Rascals

St Pauls Church Chapel, Shaw, Oldham OL2 8AD



<b>Inspection date</b>	20 August 2018
Previous inspection date	17 September 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 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

### The provision is good

- Staff are well qualified and experienced, and play alongside children to help to extend their learning. They provide children with a stimulating environment and a wide range of experiences that excites and captivates their interests. Children demonstrate high levels of engagement in activities.
- Staff are particularly skilled at helping children to enhance their personal, social, emotional and physical development, and extending their communication and language skills. Children are confident communicators, work together in harmony and develop good physical skills. This helps children gain the skills, abilities and attitudes that prepare them well for future learning.
- The key-person system is well embedded and effective. Children make close relationships with staff and strong friendships with each other. They benefit from opportunities to play with children of different ages. Children feel safe and secure within the setting and develop good levels of emotional security and self-esteem.
- Staff provide children with clear and consistent boundaries to teach children the difference between right and wrong. Children know and understand the rules of the setting and behave well.
- Partnerships with parents and the school, which children also attend, are a key strength of the setting. Highly effective arrangements for sharing information help to promote extremely good consistency and continuity of care and learning for all children.

### It is not yet outstanding because:

- There are few opportunities for staff to share ideas and good practice with each other.
- Staff do not provide an extensive range of opportunities for children to learn about the similarities and differences between people and communities and the wider world.

## What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring practice that help staff to learn from each other
- provide a more extensive range of opportunities that helps children to extend their learning about the differences between people and communities and the wider world.

### Inspection activities

- The inspector observed children engaged in activities in the indoor and outdoor environment.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, including safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback on questionnaires obtained by the manager.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Detailed written policies and procedures are consistently implemented and underpin daily practice. Staff have a very good understanding and knowledge of the referral procedures to follow, should they have concerns about the health or welfare of a child. The manager is passionate about ensuring that staff are of a high quality and carries out rigorous recruitment and vetting checks to ensure that they are suitable to care for children. Self-evaluation is an ongoing process and includes the views of staff, children and parents. This is well documented and clearly identifies the strengths of the setting and areas for further development. The manager is proactive at finding out information about new initiatives and legislation to help to continue to improve the quality of the setting. She carries out appraisals to help staff to reflect on their practice and talks to them about how they can improve their interactions with children. Parents are highly complimentary about the quality of care and learning their children receive. They state that children have fun, develop confidence and are happy and well settled in the setting. Children comment, 'We love the staff. They make our hearts blow up'.

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

Staff provide children with a good range of activities that children thoroughly enjoy. Children concentrate, persevere and are proud of their achievements. For example, they are excited to share their writing and counting skills, and models that they have made with staff. Children draw pictures, read stories and practise writing skills. They put the letters of the alphabet in order and competently write their name. This helps children to build on the skills they learn at school and enhance their literacy development. Staff extend children's knowledge through skilful questioning and interactions during their play. For example, they ask children about different types of fruit and encourage them to describe what they taste like. Staff introduce new words to extend children's vocabulary. Children decide to have a baking competition, which involves making hot dogs out of dough. The 'judges', who are chosen by the children, write the scores on a wipe board. The competitors support and help each other and share ideas. This type of activity helps children to develop their imagination and creative skills.

### Personal development, behaviour and welfare are good

Staff have a secure knowledge of children's individual needs and their families. This makes a positive contribution to meeting children's individual needs and promoting their good health and welfare. Children develop good social skills as they sit together with staff at mealtimes. Children's understanding of rules and self-discipline is further enhanced when they take part in crown green bowling. This provides children with opportunities to develop an understanding of different boundaries away from the setting. Children enjoy regular enjoyable exercise in the outdoor play area. They ride bicycles and scooters, play ball games and build models out of large construction materials. Children develop good large-muscle control and coordination, and the fresh air has a positive impact on their health and well-being. Children work together to achieve a common goal. For example, older children help younger children to reach to the top of the tower they are building in order to make it taller.

## Setting details

<b>Unique reference number</b>	962265
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065375
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Shaw Rascals Committee
<b>Registered person unique reference number</b>	RP521452
<b>Date of previous inspection</b>	17 September 2015
<b>Telephone number</b>	01706291205 07765485721

Shaw Rascals registered in 1994. The setting opens from 7.30am to 9am and 3.15pm to 5.30pm from Monday to Friday during term time. The setting opens from 7.30am to 5.30pm from Monday to Friday during school holidays, except for bank holidays, two weeks at Christmas and one week in September. The setting employs six members of staff. Of these, five hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

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