

Apron Strings

Inspection report for early years provision

Unique reference number	EY369745
Inspection date	15/01/2009
Inspector	Jackie Phillips
Setting address	The Pavilion, The Playing Fields, Walkington, HU17 8SE
Telephone number	07743 190 677
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Apron Strings is a privately run and owned out of school provision, offering both before and after school care. It was registered in 2008 and operates from a converted pavilion building located on The Playing Fields, Walkington. The group has sole use of the pavilion during opening times, although a playgroup operates from there during the main part of the day. The setting is situated in the village of Walkington, which is near Beverley, in the East Riding of Yorkshire. It is very close to the local primary school. A walking bus operates to and from the school, supervised by adults. There are no issues which may prevent access to the building.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the setting at any one time. The setting is open each week day from 07.30 to 08.45 and from 15.30 to 18.00, during term time only. Currently there are 28 children on roll, 23 are under eight years old and five are over eight years old. The setting employs three staff. The manager holds appropriate early years qualifications.

Overall effectiveness of the early years provision

The needs of children are routinely met through recognising the uniqueness of each child. A strength of the setting is how children are respected as important participants. They are positively encouraged to make valuable contributions to the group, through sharing their ideas and suggestions. Adults have a positive attitude to making continuous improvement. They have a clear vision of how they wish the provision to move forward and to enhance the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the opportunities for children to find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- improve the daily record of children's attendance
- improve, develop and maintain records, policies and procedures pertinent to the setting
- improve methods for undertaking and sharing with parents, observational assessments supporting planning and children's individual needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- implement an effective policy on administering medicines including effective management systems to support individual children with medical needs

30/01/2009

- (Safeguarding and promoting children's welfare)
- maintain a record of risk assessments identifying aspects of the indoor and outdoor environment that need to be checked on a regular basis and review it regularly (Suitable premises, environment and equipment).

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The leadership and management of the early years provision

There are two adults who work regularly at the setting and contingency arrangements are in place to cover for staff absence. Effective team work is evident, particularly at the beginning of the after school session when children arrive excited, eager to play and ready to enjoy some refreshment. Children approach adults easily and warm and caring relationships are evident. This is based on the respect that adults have for children and their commitment to allow them to have a voice in the operation of the club. Adults are relatively new as a team. They demonstrate a strong and positive attitude to be adaptable and make changes to improve the provision. Ongoing discussion and regular consultation, involving all children, is a priority. For example, children have the opportunity to share ideas and make suggestions about the food they eat, the activities they wish to be made available and in devising a wish list for future resources.

Self evaluation is in the very early stages. A questionnaire has recently been issued to parents as part of this process. Those returned at the time of the inspection were very complimentary. Adults are extremely keen to make positive improvements to the operation and management of the club. They welcome advice from outside agencies, although since registration, they have received minimal support. Since the club opened, a priority was to ensure that children settled quickly and that they feel empowered to make contributions to the development of the setting. This is now firmly established and recognised through observation and discussion with children. Adults are well aware of the improvements they are expected to make, to ensure written records and policy development supports children's safety and ensures effective operation of the group. For instance, some policies are very brief and not all are accurately maintained or pertinent to the setting. Procedures for the administration of medication are not firmly in place nor are risk assessments. Both of these are specific legal requirements.

Partnerships with parents are based on a mutual sharing of information and recognising parents as partners. A regular exchange of information takes place to ensure they are kept informed. Adults of the setting are extremely sympathetic to the needs of parents and they have worked hard to build positive relationships and to share the benefits of the group. For example, a sensitive and empathetic approach is used to build confidence with families, who express a desire for their children to join the club, but who have some anxieties. At this time, partnerships in the wider context are mainly those developed through the school. Adults strive to pass on information and discuss any incidents with classroom teachers and parents. This supports the continuity and integration of care and education.

The quality and standards of the early years provision

Children are well supervised at the club and adults provide positive interaction, to support children effectively. Some equipment is readily available for children to access independently, but because of shared use of the premises, some resources do have to be stored away. Children are however able to make requests and to be involved in choosing toys and games they would like available. Children play very well together and happily share resources and take turns when playing games. There is a good balance of child initiated play and adult led activities. Planning involves the children and is in the process of being developed. Assessment is not clearly in place nor are systems to routinely share both planning and assessment records with parents, to enable them to be better informed or to make contributions.

The resources that children use are clean and in good condition. There are some in place for children to develop physical skills or use outside. A play park is very close by so children can access this frequently. The provision for encouraging children to be healthy and safe is good. For example, they learn about effective personal hygiene routines and take part in practising the fire evacuation procedure. They can independently access drinks throughout the session and make suggestions about the filling in their tea time sandwiches. Fresh fruit is available for children and they are involved in serving the platter of fruit to their friends. Individual patterns of eating are respected, for instance those children preferring to eat later. A child showed great kindness to a younger child, when he noticed that the youngster had waited to have the last sandwich on the plate and so he was given the chance to have the first pick of the fruit.

Whilst at the club, children take part in a broad variety of activities to help them relax and to be involved in both recreational and learning experiences. For example, different types of creative activities are regularly available, alongside those to construct and to be involved in role or imaginative play. Puzzles, games and books are provided and resources are often supplemented, by those borrowed from a toy library or contributions from home, that children have requested to include. Experiences to help raise children's understanding about the world around them are recognised. However, opportunities to improve knowledge regarding every day information and communication technology are currently limited.

Overall, a very welcoming and inclusive environment is provided for children. The setting is interesting and provides opportunities for children to play, socialise, rest and relax after a busy school day. The provider recognises the valuable contribution children make to an effective club and places high priority on meeting their needs. A strength of the setting is the positive attitude to develop and to improve the outcomes for children combined with the kind, caring and professional approach offered by the carers.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a system to record any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (Records to be kept) 30/01/2009
- maintain a record of risk assessments of the premises and equipment at least annually or immediately where the need arises (Suitability and safety of premises and equipment) 30/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a system to record any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (Records to be kept) 30/01/2009
- maintain a record of risk assessments of the premises and equipment at least annually or immediately where the need arises (Suitability and safety of premises and equipment) 30/01/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.