

# Apricot Out Of School Club

Inspection report for early years provision

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**Unique reference number** EY352820  
**Inspection date** 26/05/2011  
**Inspector** Andrew Clark

**Setting address** Priory Park Infant School, Almond Road, St. Neots,  
Cambridgeshire, PE19 1DZ  
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**Type of setting** Childcare on non-domestic premises

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## 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 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).

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.

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## **Description of the setting**

Apricot Pre-School and Out of School was registered in 2007 and is run by a private company. The setting operates from a separate building within the grounds of Priory Infant School in St Neots, Cambridgeshire. Children have access to a secure, enclosed, outdoor play area.

A maximum of 25 children in the early years age range may attend the setting at any one time. The setting currently takes children from three to five years of age. It also takes older children. There are currently 42 children on roll who are aged under eight. Twenty-seven are within the early years age range, of which 22 are in receipt of funding for early education places. The setting is open Monday to Friday from 7.30am to 6.30pm in term time. It also operates in school holidays. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, all hold relevant early years qualifications. The manager holds a degree level qualification. Three members of staff hold a qualification at level 3 and one member holds a qualification at level 2. The setting has access to further trained and qualified staff as required. It receives the support of the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Apricot Pre-School and Out of School is an inclusive setting where all children make good progress in their learning and development. Children enjoy a wide range of play opportunities which cover all aspects of learning well. Outcomes for children are good and priority is given to ensuring children's safety and well-being. The manager provides clear leadership and is supported by conscientious and well trained staff. There is an outstanding partnership with parents, carers and, overall, the setting has a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- further develop opportunities for children to climb, balance and jump outdoors
- increase opportunities for children to use information and communication technology.

## **The effectiveness of leadership and management of the early years provision**

Procedures for safeguarding children are good. Staff knowledge and training for all aspects of protecting children's well-being is regularly evaluated and refreshed. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. There are good procedures for the administration of medication and recording accidents and injuries. The promotion of children's welfare is central to the setting's work and risk assessments are undertaken thoroughly to ensure the safety of the environment. All records are well maintained and securely stored.

The efficient organisation of the setting contributes well to the children's welfare and the good progress they make. The manager sets a clear direction for development and has high expectations. All staff are regularly involved in decision-making and are highly ambitious for the setting. Staff morale is high and they are well supported to develop their skills. They have a good knowledge of the needs of children in the early years and work hard to ensure all children are included in what is on offer. Self-evaluation is accurate and well informed by the views of staff, parents, carers and children. The setting has addressed all issues from the last inspection. Regular staff meetings and appraisal discussions provide good opportunities for sharing of experiences. Staff are well trained and efficient in identifying any barriers to children's success and use specialist support agencies well to overcome them. Equality and diversity are promoted well and all children access the full range of activities the setting provides. As a result children are well supported to make good progress.

There is an excellent partnership with parents and carers and they are very enthusiastic about the care and support the setting provides for their children. They receive high quality information on their children's progress and ways in which they can support their learning at home. They appreciate the many opportunities to express their views and influence the direction the setting takes. They value the monthly booklets on children's activities and the very detailed learning journeys. They are provided with very useful information on the Early Years Foundation Stage framework. The setting has a good partnership with the host school and the local authority which contributes well to the quality of assessment, planning and successful transfer procedures.

## **The quality and standards of the early years provision and outcomes for children**

Regular observations of children's progress are used well to meet individual needs and identify the next steps in their learning. Children are very independent and quickly develop excellent levels of self-confidence. Staff work extremely well with parents and carers to involve children in decision making about their own learning. Children's positive contribution is outstanding as a result. The setting encourages children to play a good role in preparing and creating healthy snacks and have

received very good support from a parent who is a nutritionist. Children wash their hands before eating and water is constantly available. This contributes well to their understanding of healthy lifestyles. The staff provide good opportunities for children to be physically active through games and the use of the school hall. The setting has recently made developments to the outdoor area, but opportunities for children to climb, balance and jump on equipment are limited.

Children feel safe and learn how to handle equipment in practical scenarios. They have a good understanding of safe and unsafe situations because this is well promoted through activities, such as a 'Feel Safe' project. Children behave well and respond to clear rules and guidance. They are inquisitive and enjoy exploring the natural world. They plant, dig and harvest simple crops in the garden areas and clearly enjoy themselves. They enjoy taking 'Weatherby Bear' with them when they go on visits with their parents and share their experiences with their friends. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Opportunities for early writing and counting skills ensure children take pride in writing letters, plans and invitations. The good use of labels promotes early reading skills. Adults participate well in children's role play to increase their knowledge and understanding of life. These skills prepare children well for the future learning, however, opportunities to use information and communication technology resources during their play are underdeveloped.

Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. The 'Chinese restaurant' is very popular and children enjoy ordering from the menu. There are well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of the setting, the needs of individual children are met well.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

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