

Apron Strings

The Pavilion, The Playing Fields, Walkington, HU17 8SE

Inspection date	28/01/2013
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Each child has not yet been assigned a key person responsible for ensuring the individual needs of their identified children are given high priority in all aspects of care, learning and well-being. This means observation and assessment of each child's progress is not used to identify the next steps in their learning and to contribute towards planning.
- The premises are not secure to ensure that children are well protected from the risk of leaving the club unsupervised or unknown people entering the building.
- Records of children's progress are not kept up to date to be fully effective to share with parents and partners to show children's achievements or highlight areas of concern.
- The manager's and practitioners' understanding, knowledge and implementation of the safeguarding and welfare requirements of the Early Years Foundation Stage are not robust to ensure children are safe and well protected.

It has the following strengths

- The wraparound care provided for children helps them make a smooth transition from the pre-school playgroup into the club in preparation for when they commence at the local school.
- Children enjoy their time at the club. They eagerly take part in a varied range of activities and play very well alongside their friends.
- Warm and friendly relationships with parents exist.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities provided for children in the main playroom and outdoors.
- The inspector looked at children's records in their individual files, evidence of suitability of practitioners working within the setting, a sample of written policies and procedures, and a range of other documentation.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector spoke with the managers during the inspection about the care and learning arrangements for children during each session of the club.

Inspector

Jackie Phillips

Full Report

Information about 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 and a portacabin located on The Playing Fields in Walkington, near Beverley. The group has sole use of both areas during opening times, although a playgroup operates from the pavilion during the main part of the day. The setting works closely with the playgroup to provide children with wraparound care at the beginning and end of the day.

The setting is very close to the local primary school. A walking bus operates to and from the school, supervised by adults. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 9am and from 3.30pm to 6pm, during term time only. Currently, there are 71 children on roll, 10 of whom are in the early years age group. The setting employs five members of staff, three of whom hold childcare qualifications at level 3. One is working towards level 2 and one is unqualified but experienced.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide each child with a key person who ensures that children's learning and care is tailored to meet their individual needs and who works closely with parents to guide development at home and share information more effectively
- make better use of observation and assessment of each child's progress and use this information to identify the next steps in their learning and contribute towards planning
- ensure all reasonable steps are taken to prevent unauthorised persons entering the premises.

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

- develop children's personal records to help parents and partners clearly understand the learning taking place and achievements of children or where additional support is needed to aid continual progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children quickly settle at the club on their arrival from school or from the adjacent pre-school playgroup. They are keen and enthusiastic to play, and soon become involved in a varied range of activities. They play very well alone or alongside their peer group. Younger children are not intimidated by the older children, which shows they feel happy and settled within the environment. The wraparound care provided for children who attend the pre-school playgroup is a major contributor in helping them make an easy transfer into school. They are offered settling-in sessions at the club and, sometimes accompanied by their parents, invited to join the walking bus to and from school. This helps them to adjust for changes that occur in preparation for school.

Practitioners interact very well with children and make the time spent within the club relaxing and enjoyable. For example, they organise painting activities or involve children in group games. Most activities are initiated by the children and they have good access to the setting's range of resources, helping them to make independent choices and decisions. Children enjoy assisting the practitioners prepare some activities, sharing the responsibility of finding the paints and brushes. Children particularly enjoy being creative and spend a long time concentrating on their artwork. They like to use pictures to copy to help with their ideas to paint, for example, finding books to create pictures of 'bunnies' they enjoy seeing on the nearby playing field.

The range of toys, resources and equipment that children use help them make satisfactory progress across all seven areas of learning. Practitioners organise activities for children generally based around a theme, topic or linked to a festival or celebration. This helps children's understanding of the society in which they live and enhances learning taking place in school. There is some attention made to assess children's starting points, capabilities and achievements, helping practitioners understand the interests, preferences and progress of children. However, observations are not used to guide planning to ensure the individual needs of each child are consistently met and the next steps in their learning are identified.

The contribution of the early years provision to the well-being of children

Practitioners do not give sufficient attention to ensuring that children are kept safe and that their health and welfare needs are met and well promoted. Each child is not yet assigned to a key person, although children clearly form trusting relationships with all practitioners. This means there is not a dedicated person responsible for engaging with each of their key children's parents to share information effectively, fully enabling children to achieve and make good progress. The main entrance door is not secure during operational times when children are present. This is not included in the risk assessment and compromises children's safety and protection as they can leave unsupervised or unauthorised persons can enter the premises.

The setting is welcoming for children with defined areas for them to be busy and active and spaces where they can rest and relax. Because of this, children behave well. Children are actively encouraged to go outdoors and enjoy physical play, helping release excess energy. Children understand the need to wear a high-visibility tabard when they play outside to help practitioners see them clearly. Drinks are readily available and on chilly evenings children are offered a warm drink. Children are encouraged to choose snacks that include healthy options, for instance, making choices from a colourful platter of a varied selection of sliced, fresh fruit. For some children who stay until nearly the end of the session, other foods are available, such as crackers. This helps to keep children from feeling hungry for long periods of time until they go home.

Practitioners are keen to develop positive relationships with parents. They greet parents warmly as children are collected and acknowledge their departures when they leave, helping them feel respected and valued. Parents spoken to during the inspection collectively confirm how happy and settled their children are. They talk about the 'friendly and approachable' practitioners and provide examples of how their specific family needs are met. Parents appreciate how the club helps to meet the needs of many working parents by the provision of childcare at the beginning and end of the day where they know their children are happy.

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

Practitioners are well prepared when operating the walking bus to and from school. They take a trolley with, for example, an attendance register and children's personal contact details to use in an emergency. Written risk assessments are in place and include most aspects of the environment. Staff also understand how to report any concerns about child protection issues. However, the lack of attention to ensure the premises are secure places children at high risk. Also, links with parents are not strong enough to support children's care and education and ensure that their individual needs are identified and met. These are breaches of requirements that impact on children being and feeling safe and secure. It also demonstrates a lack of understanding of the safeguarding and welfare requirements of the revised Early Years Foundation Stage.

There are opportunities for practitioners to meet as a team and discuss the arrangements for children's care and learning. They plan a satisfactory range of activities that help all children make satisfactory progress towards the early learning goals. Some observations and assessments of children's learning are carried out, but these are not rigorous enough to ensure children's individual needs are being consistently met. Photographs of children engaged in a range of activities, accompanied by some written records and examples of work, are collected and placed in children's individual files. These help to track children's progress, but the files are not well maintained or regularly updated to give practitioners, partners and parents a true and accurate picture of the stage the child is at or how adults can work together to help children achieve and continue to learn and develop.

The club encourages parents and children to contribute their views towards continual improvement. The managers have some good ideas for the future but fail to demonstrate

a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Unsecured premises have a negative impact on the safety and well-being of children. The performance of practitioners is monitored and they have access to supervisions and training to develop professional practice. The commitment to ensure children enjoy their time at the setting, particularly after a busy day at pre-school or school, is a firm focus of the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (Suitability and safety of premises and equipment)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (Suitability and safety of premises and equipment)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY369745
Local authority	East Riding of Yorkshire
Inspection number	821225
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	38
Number of children on roll	71
Name of provider	Apron Strings
Date of previous inspection	15/01/2009
Telephone number	07743 190 677

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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