

Apron Strings

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

Inspection date

23/09/2013

Previous inspection date

28/01/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff collect children from the pre-school and school and from after school activities to successfully support the wrap-around care they provide. This effectively supports partnerships with parents and other local provisions to sensitively help children's transitions.
- Children show sound levels of appropriate behaviour and independence as they move freely around the club's room and outdoor areas. This means they develop the necessary skills to help them embrace new experiences with self-confidence.

It is not yet good because

- Information from younger children's observations are not always used to guide and complement their experiences to offer consistent challenging activities.
- The club procedures for safeguarding children do not take into account the use of mobile phones and cameras in the setting.
- Children's health and well-being are not effectively supported at snack time through consistent routines. For example, children are not encouraged to wash their dirty hands before they eat.
- The club has not effectively completed a self-evaluation of the provision in order to identify and set targeted plans for improvement.

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 the collection routine from the pre-school and school.
- The inspector observed activities in the club room and outdoors in the playground and play areas. She also observed snack time.
- The inspector looked at evidence of the suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector looked at younger children's learning folders including observations and evidence of their work and activities.
- The inspector held meetings with the manager and partner.
- The inspector took into account the views of parents through their written feedback, and parents and children spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Apron Strings Out of School Club is privately owned and managed. It registered in 2008. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a portacabin located on The Playing Fields in Walkington, near Beverley. Children have access to secure enclosed outdoor play areas. A walking bus operates to and from the local school, supervised by staff.

The club currently takes children from three to 11 years of age. There are 102 children presently on roll and 11 of these are in the early years age range. The club is open during term time only, Monday to Friday, from 7.30am to 9am and between 3.30pm and 6pm.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold an appropriate qualification at level 3 in early years and/or playwork and two are unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

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

- make use of ongoing observations of each child's achievements and use this information to guide and complement their experiences
- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents, carers and others.

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

- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthens the links to identify priorities and make plans to secure continuous improvement
- ensure hygiene procedures are consistently followed, particularly in regard to handwashing before eating.

Inspection judgements

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

The club's staff set up the club room appropriately to support children's play. Children have the opportunity to independently explore activities and experiences of their choosing. They are encouraged to move freely and access their own choice of play from the well-organised tables, cupboards and shelves inside or to choose where to play outside. Children are offered accessible and open-ended resources to satisfactorily support their explorations and imagination appropriately for their age. For example, children colour pictures and discuss and talk about features in their local environment. This demonstrates an understanding of their local community and surroundings. Children write their own names confidently and are proud to show these to staff, making clear their understanding of significant letters. Key persons observe younger children's achievements, although presently they are not using the information gained to effectively shape activities to fully support all younger children's interests and abilities. As a result, assessment of children's progress is not always rigorous enough to focus on areas where children require the most support and to effectively complement their learning in school.

Children's communication skills are actively encouraged as the staff speak to them clearly in a range of situations. Children discuss their work displayed on the wall with staff, they talk about facial features on self-portraits on material squares, describing similarities and differences between themselves and their friends. This aids children's confidence to express themselves effectively. This also demonstrates their own self-awareness, awareness of others and supports a positive attitude to forming good friendships. Children use their imagination as they play with playdough, they explore this media and make observations to describe what happens as they use and experiment with a variety of tools. Children outside dig and delve in the dirt, investigating and hunting for creatures. They use implements successfully and safely to create a hole and describe creatively their explorations. This means children represent their own ideas and thoughts through different experiences and are stimulated and curious in their findings. Through hands-on spontaneous occurrences children make sense of the world around them.

The club invites parents and children to have initial visits, to enable children to meet key staff and to share information about routines. Parents complete an initial settling-in record to ascertain their views of how their child has settled and what they think of the club. Children are also asked their views on their likes and dislikes. Parents also complete a transition form to inform the club of where else the child attends, and of any particular needs and of the child's interests. This supports a positive relationship with parents and children alike. The parents and children speak very highly of the club and newsletters, questionnaires and texts facilities provide regular two-way communication. Parents are encouraged to add and view their child's early years folder, to share what they know about their child. This means parents are well-informed and can become suitably involved in their child's learning.

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

The club has put into place an appropriate key person system to support children while there. Children enter the club grounds happily, engaging in their play immediately as a result of the key person being suitably aware of younger children's current interest. For example, a child's interest in trains is supported effectively through a train track and various trains and carriages to stimulate this interest further. Children are confident to talk to staff, their peers and others. This means children form appropriate relationships with staff and their peers. Children write their ideas for activities within 'spidergrams', which is discussed in club meetings. They also add their views to settling-in books. This values children's opinions and ideas, as they are encouraged to say why they do or do not like. However, as of yet children's ideas to complement their interests has not been effectively used in the club's planning to guide future activities.

Children demonstrate appropriate pleasant behaviour as they support other children whilst walking from the school to the club, and in activities and their play. This means children show respect for one another, they show sensitivity and are considerate to others. Children are provided with a variety of fruit and snacks at snack time. They are encouraged to wash their hands after toileting. However, hygiene procedures are not consistently followed, for example, washing hands before children eat after digging in the dirt. As a result, hygiene practices are not fully effective in supporting children's health and well-being. Children gather in the school playground and are monitored through regular head counts to cross school grounds on their way to the club. Staff are vigilant at all times and alert to children's safety and well-being. For example, children in the clubs care wear fluorescent tabards outside. Children are reminded not to leave the nearby playground without prior knowledge of the staff. In this way they gain an understanding of managing their own safety, as consequences are discussed with the children and their parents. This gives clear messages to children about the importance of following the clubs staff boundaries in order for children to learn about cooperation and to develop the necessary skills to foster their growing independence.

The large outdoor grounds with secure areas offer the opportunity for children to master and control their coordination skills on various pieces of equipment. For example, children are able to organise their play on a variety of contraptions in the enclosed playground, such as climbing apparatus, a zip wire and a cone frame. They negotiate turn taking on the zip wire and request staff to push them by 'straight', 'fast' or 'zig zag' ways. This enables children to be interactive and show high levels of energy, and eager to experiment in different approaches. They praise each other on their accomplishments. A group of boys independently organise a game of football in the 'Mugger', developing and practising their ball skills and increasing their physical exercise. This supports children's interests and self-confidence, their independence and achievements.

The club works closely with the pre-school and school to provide children with wrap-around care at the beginning and end of the day. The initial settling-in record asks parents to add comments if they feel there is anything more the club can do to aid children's transitions further. Children are collected successfully from the pre-school and school with the aid of the staff. They also collect children from after school activities, such as dance. This is greatly appreciated by parents and children are able to remain involved in activities of interest provided by the school after normal school hours.

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

Children's welfare is promoted satisfactorily because all staff complete safeguarding training and they are aware of the local safeguarding procedures. They are knowledgeable of the signs and symptoms of abuse and suitably discuss the procedure detailing the course of action to take in the event of a concern for children in the club's care. The doors are secure to prevent entry from unknown visitors and their identification is checked. Parents sign children in and out of the club, under the watchful eye of staff to minimise risks to children. Policies and risk assessments are shared with parents. The club uses mobile phones to ensure parents can contact them through texts and calls. The mobile phones do not have a camera function as the club uses a separate camera. However, the club has yet to put into place an effective procedure of how they and others use mobile phones and cameras to safeguard children in the environment around them. This has a minimal effect on children's safety as staff are vigilant of children in their care but this is a requirement of the Statutory framework for the Early Years Foundation Stage to ensure children are fully protected in a setting.

The club's recruitment procedures are appropriate, this ensures that staff working with children are suitable to do so. Staff update their training to meet children's needs appropriately, for example, they complete first aid and safeguarding training. The manager completes annual appraisals to monitor staff's practice and the staff team hold regular meetings to discuss the club's practices. They gain parents' comments and views through regular questionnaires. However, the club has yet to implement an effective self-evaluation of its provision in order to identify areas for development. Consequently, there is no action plan in place to identify the strengths and weaknesses in order to set targeted plans for driving improvements. To effectively develop the provision for the benefit of the children that attend, using the information gained from views of parents and staff, in order to monitor and self-challenge the club.

Staff have an adequate knowledge of the seven areas of learning and observations on younger children suitably consider these areas of learning. Photographs of children engaged in a range of activities, accompanied by observations and examples of work, are collected and placed in children's individual files. The club also gains appropriate learning and development information from other settings, such as the pre-school and school to increase their knowledge of younger children's interest and level of achievement. However, this information is not always effectively used to guide and shape future experiences to offer children more challenging activities. This restricts opportunities to fully implement a complementary approach towards children receiving consistency in their experiences across the different settings they attend.

The club has developed a positive attitude with its partnership with parents and the local pre-school and school. Since the last inspection the club has established a 'Memorandum of understanding' which is a signed agreement conveying how the club and schools will work together for the benefit of the children in their care. Children are collected from the pre-school and school by familiar key persons and information is shared verbally on a daily

basis and through detailed transition documentation. This is a relatively new procedure and is in its infancy. Therefore, the club is not able to effectively monitor whether children's experiences in the club balance with those received in other settings. However, the managers are committed to improving the provision and through these new procedures demonstrate their responsibility to overcome weaknesses that were previously identified.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	909673
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	102
Name of provider	Apron Strings Partnership
Date of previous inspection	28/01/2013
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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