

# Apron Strings

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



## Inspection date

7 June 2016

Previous inspection date

23 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the 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

### This provision is good

- The manager has worked hard alongside her committed staff and local authority adviser, to address weaknesses identified during the last inspection. This has resulted in the setting making very good progress since the last inspection.
- Staff provide children with high-quality care, before and after school. Staff are attentive to children's unique needs, they listen to what children are saying and give them their undivided attention. This creates a calm, caring atmosphere where children thrive and develop very good relationships with others.
- Partnership working is very well established. Staff link well with teachers from the host school. They share and receive messages to ensure that everyone involved is fully informed about children's individual needs. Staff have also made good links with other clubs in the locality and meet together to share good practice.
- Children behave exceptionally well. Routines and boundaries are very well established. Adults use positive instructions to reinforce acceptable behaviour. This means that children feel safe and secure because they know what is expected of them.
- Staff are very experienced and well qualified in their roles. They review and reflect on the provision every day to ensure that they continue to provide a fun and exciting place for children to be.

### It is not yet outstanding because:

- Effective arrangements for the supervision of staff are not yet embedded in practice to ensure the quality of the provision continues to move forward.

## What the setting needs to do to improve further

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

- embed effective procedures to monitor and review staff performance to improve the overall quality of the provision even further.

### Inspection activities

- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager indoors, observed the quality of teaching outdoors and assessed the impact this has on children's learning.
- The inspector held a brief meeting with the manager. She looked at relevant documentation, such as policies and procedures, and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jill Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses the expertise of others well to keep children safe. For example, fire officers visit the setting to ensure that they meet statutory requirements to maintain a safe environment. Safeguarding is effective. Staff identify and minimise risks through effective daily practice which is underpinned by robust policies and procedures. Induction procedures are effective and ensure that staff know and understand the procedures to follow if they have concerns about a child's welfare. Parents are pleased with the quality of the provision. They know that their children are happy, safe and settled. Parents particularly like the opportunity that the club gives children to mix with others from across the primary school age range. The club is also organised and staffed very well. This means that staff can make additional trips to the school to collect children who attend extra-curricular activities.

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

Children have a multitude of opportunities to consolidate and extend skills that they are learning in school. Children are motivated and persist with tasks that they choose for themselves. Staff skilfully support and encourage children as they play games, make models and use their imagination. The quality of teaching is consistently strong as staff build children's confidence and encourage them to keep trying. Children interact and play alongside others who are engaged in the same line of play. Staff develop and nurture children's ideas. They ask a range of questions, which really makes children think and explain what they are doing. At the same time, staff use these opportunities to expertly find out more about children's interests and learning at home. Children develop skills in preparation for the next stage in their learning. They use rollers and brushes to make marks and paint with water. Children practise their reading skills as they work out the name of a boxed game. Children explore texture and consistency as they talk about and make sandcastles on the grass. Whatever children are doing, adults are close at hand to support and extend their play.

### Personal development, behaviour and welfare are good

Children arrive independently at the meeting point in the school playground. They are greeted warmly by staff who ask them about their day at school and listen attentively to the stories they tell. Staff promote children's safety and well-being in a range of ways. Children wear high-visibility vests. This means that they can easily be identified in the busy park that they access on the way back to the setting. Staff are vigilant in ensuring that children apply sun cream, wear hats and drink plenty of fluids in hot weather. Staff promote and nurture children's sense of independence and responsibility. Children count to check that everyone is present at various points on the journey back to the setting. Children learn about healthy diets and can independently access water and fresh fruit throughout the session. They enjoy plenty of opportunities to be physically active. For example, they jump, climb and negotiate space as they use large apparatus in the park. Children are encouraged to take risks in a controlled environment. Adults supervise children effectively and deploy themselves well to ensure that children's well-being is prioritised at all times.

## Setting details

<b>Unique reference number</b>	EY369745
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1041432
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Apron Strings Partnership
<b>Registered person unique reference number</b>	RP527835
<b>Date of previous inspection</b>	23 September 2013
<b>Telephone number</b>	07743 190 677

Apron Strings out-of-school club was registered in 2008. The club is open during term time only, Monday to Friday from 7.30am until 9am and from 3.30pm until 6pm. There are four members of staff. Of these, three hold an appropriate qualification at level 3.

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