

Pottery Out of School Scheme

Kilbourne Road, BELPER, Derbyshire, DE56 1HA

Inspection date	17/03/2014
Previous inspection date	08/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A broad range of experiences are well-planned to incorporate children's interests and developmental needs. As a result, children engage well in activities and enjoy their time at the setting.
- Staff have a good understanding of the ways in which children learn best, and are highly skilled in engaging children in activities to build on what they already know and can do.
- Children develop warm relationships with staff and each other, which helps children feel emotionally well-supported during their time at the club.
- High priority is given to protect and safeguard the welfare of the children. This is evident through the effective implementation of policies and practices that successfully promote children's safety and well-being.
- Partnerships with parents is strong. Staff are open and honest with parents who are well-informed, and have a good understanding of how staff keep their children safe.

It is not yet outstanding because

- There is scope to enhance relationships with the host school to share more information about children's learning in order to further build on what children already know and can do.
- There is room to increase opportunities for children to be involved in mealtime routines to build on their increasing levels of independence.

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 inside the classroom and in the outdoor play area.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held meetings with the manager.
- The inspector viewed a sample of documentation including suitability checks of staff and the policies and procedures of the club.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Pottery Out of School Scheme was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Pottery Primary School in Belper, Derbyshire. The club is managed by a voluntary committee. The club serves the local area and is accessible to all children attending the host school. It operates from two classrooms and there is a fully enclosed area available for outdoor play. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens during term time only. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll, including 3 children who are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance relationships with the host school in order to share more information about what children are learning in order to further build on what they already know and can do
- increase opportunities for children to be involved in mealtime routines, for example, by involving them in the preparation of food to further enhance their increasing levels of independence.

Inspection judgements

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

Children at the club are enthusiastic, keen learners who arrive excited and ready to explore the learning environment. This is because they are provided with a broad range of interesting and enjoyable experiences, which motivate and challenge them. Staff have a high level of awareness of the ways in which children learn best and teaching is good. Staff skilfully support and engage children to become confident learners and effectively build on the skills that they already have. Staff engage purposefully in play with the children guiding them by asking questions to encourage thinking and making suggestions to develop play. In addition, staff are skilled at stepping back to allow children to experiment and discover for themselves. Staff respond to children's individual needs and adapt activities with success to ensure that all children are well-supported to make the most of the resources. For example, during a board game older children are challenged by carrying out addition in their heads, while younger children are supported to count upwards for a number. Consequently, children are well-supported to build on what they

already know and can do and, subsequently, make good progress.

Language development is well-supported as children play, through the sharing of ideas, thoughts and opinions. Staff model good examples of language and introduce new words for children. The environment is arranged effectively to support children's learning and development and children are well-supported by staff to make good choices about what they do and where they carry out their learning. Writing materials are readily available and further enhance children's emerging writing skills. A range of fiction and non-fiction books are accessible in a comfy corner, where children relax and have some quiet time, this enhances their literacy skills. Children use their imagination as they make cakes out of dough to sell in the cafe, and explore a broad range of dressing-up materials. A selection of board games promote mathematical development and encourage children of all ages to work together to solve problems. For example, children support each other in a game involving numbers and counting. The outdoor area is easily accessible and offers a wide range of equipment to promote physical development and independence. For example, the older children engage in a game of football with a staff member, while the younger children organise a skipping game amongst themselves.

Staff have a good understanding of what the children already know and can do through their own observations and assessments, although less information is shared with the local school to enhance this further. The key person system, helps to ensure that the weekly planning of age-appropriate activities and the recording of developmental progress is consistent and accurate. Staff conduct regular observations and assessments of children, which means the next steps in each child's learning is effectively identified. Records demonstrate that good progress is being made towards the early learning goals, and these are shared with the parents each half term. Flexible planning incorporates the next steps for learning and provides a balanced mix of adult-led and child-initiated activities across all areas of learning. A robust system to support children with special educational needs and/or disabilities, ensures that specific targets for their ongoing development are met. Partnerships with parents are good and they share two-way information daily when dropping off or picking up their children. A basic enrolment form and 'All about me' forms are completed by parents when the child first starts. This information exchange helps to ensure that parents are kept thoroughly informed and supports children's individual needs during their time at the club.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop, as they play happily together and form strong friendships across all age groups. This helps to support their emotional well-being as they move through the school. Children express their thoughts about the club by stating that, 'it's fun', 'i love the staff, they are kind'. Staff are warm and sensitive to the children who they support to feel secure in their care as they develop strong and positive relationships, which is supported by an effective key person system. Robust settling-in procedures mean that staff have time to foster close bonds and share meaningful information with children

and their parents when they first start. This helps to ensure that the children settle well because any likes, dislikes and needs have been identified through the process, and are thus catered for during their initial sessions. By involving children in some of the planning of activities, and encouraging contributions to the menu, children feel valued and enjoy being part of the setting. Staff are effective role models, they show respect for the children and each other. This helps the children to learn to respect and tolerate each other's differences. Behaviour management strategies are comprehensive and consistently applied. Staff constantly praise the children's achievements, which helps them to build confidence and develop good levels of self-esteem.

The stimulating and well-organised environment is well-laid out with child accessible resources, which means that children are able to explore the environment effectively. Children's safety is a priority at the club. Staff are proactive in managing risk and positively encourage children to explore and play safely. For example, the rules for a game of football are clearly explained, and children listen carefully and follow instructions well. Staff ensure that children understand their routines and boundaries, which enhances their sense of safety and belonging. Children's independence is reasonably well-promoted. For example, children are encouraged to put in their own coats and collect their own bags. However, there is room to increase opportunities for children to be involved in mealtime routines to build on their increasing levels of independence.

Children thoroughly enjoy snack time, as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty foods, such as fruits, vegetables and bread, which the children are encouraged to serve themselves. Menus have been developed since the previous inspection, to reflect a well-balanced mix of appropriately healthy foods. Children have an enhanced understanding of healthy practices through routines, such as hand washing, and are confident in managing their own needs and accessing the facilities by themselves. The children participate in physical exercise on a daily basis as they play outside. Children demonstrate an understanding of healthy life styles as they talk about 'burning energy' and 'keeping moving' with adults. As a result, children are well-supported to be healthy.

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

Children's welfare is promoted effectively within the club, as the management team fully understand their responsibilities under the safeguarding and welfare requirements. Comprehensive safer recruitment procedures are in place, which help to keep the children safe. All staff and committee members are checked to ensure that they are suitable to work within the setting. All staff have attended regular updated safeguarding training and subsequently, have a good understanding of how to keep children safe from harm. Staff are clear on child protection procedures and whom to report any concerns to. This means children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being. Risk assessments of the premises, outings and resources are implemented on a daily basis and are well-documented. Robust policies and procedures have been enhanced since the last inspection

and are embedded in practice. Consequently, the well-being of children is well promoted.

The management team demonstrates a good understanding of their role in meeting the learning requirements of the Statutory framework for the Early Years Foundation Stage. Procedures are in place to overview the educational programmes and this ensures children have access to a wide variety of experiences, which are tailored to their interests and build on what children already know and can do. Detailed appraisals are held for all staff and the management team monitor staff performance through regular observations of practice. Opportunities for staff to attend training to extend their knowledge, understanding and skills are provided where possible, which means that staff are well-trained and qualified to meet children's needs. In addition, the club has a very low staff turnover and, as a result, staff work well as a team. The committee and staff team are very enthusiastic and committed to providing high quality childcare and education for all children attending the club. Actions from the previous inspection have been thoroughly addressed. The management team reflect critically on the provision of the setting. They use information from staff, parents and children along with their own observations of practice to effectively identify strengths and areas for improvement. An ongoing improvement plan, helps to ensure that the club is continually developing and effectively ensures that any emerging needs of the children are efficiently met.

All staff are fully committed to working in partnership with parents, many of whom are on the club's committee. Parents are invited to visit the club then children first start, which supports children to settle quickly as individual needs are identified and effectively addressed. Policies are shared openly with the parents and, consequently, they understand how staff keep their children safe and promote their well-being. The club has some partnerships with the host school and basic care information is shared when staff collect the children. However, information about children's learning needs are not routinely shared. As a result, there is scope to enhance this relationship further to enable the club to consolidate their planning in order to offer optimum support for children where needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	206299
Local authority	Derbyshire
Inspection number	818045
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	The Pottery Out of School Club Committee
Date of previous inspection	08/02/2010
Telephone number	07973 850678

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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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