

Inspection of Pottery After School Scheme

Kilbourne Road, Belper, Derbyshire DE56 1HA

Inspection date: 19 April 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at this friendly after-school club. They are happy to meet their friends and familiar staff. Children are eager to play outside and safely run around the playground. A small group of older and younger children play football together. They use their physical skills well to kick and control the ball. Older children show the younger children how to score a goal. This excites the younger children who persist and score goals. Children jump and leap about as they chase bubbles. The wind takes the bubbles high into the sky. This encourages children to jump higher and higher, developing their physical skills well. Staff extend this activity effectively. They encourage the children to find ways of catching the bubbles.

Children show high levels of motivation in the activities provided. For example, children are eager to make an England flag for St George's Day. They follow instructions and use their fine motor skills to cut and glue materials together to make a cross. Staff encourage the children to design their own shields, which they do, showing enthusiasm and creativity. Younger children show a fondness for their imaginary games. Staff give them the time and space they need to indulge in their fantasy play.

What does the early years setting do well and what does it need to do better?

- The manager is reflective and aims to provide a welcoming environment, which supports all children. She wants the children to enjoy their time at the club and is keen to gather their views. Staff know the children and their individual personalities well. This includes their likes and dislikes, and this helps staff plan activities that they know will engage and interest children in play and learning experiences.
- Staff interact well with the children and provide for their needs. Children have positive well-being and self-esteem. All children have access to a range of activities throughout the session. Children can suggest activities for the following day or request activities that they have previously enjoyed. This ensures that children can make choices about their play and take an active role in planning the sessions.
- Parents say their children thoroughly enjoy their time at the club. They are confident that their children are safe and well cared for. Parents say that staff are approachable and keep them informed about their child's experiences at the club. They are regularly asked for their views via questionnaires.
- Partnerships with the on-site school are strong. Staff talk to teachers to ensure that they are fully up to date about children's care, education and emotional needs. Staff provide extra support to help close gaps in children's learning. For

example, staff provide fun activities to help improve children's pencil control, and they listen to children read.

- Staff are good role models for behaviour. They speak gently to children and treat them with respect. This helps children to understand the behaviour expected of them at the club. Children are polite and courteous towards others. They use 'please' and 'thank you' when they interact with staff and their friends. They patiently wait their turn to play board games and share the toys as they play.
- Staff provide a healthy diet for children at teatime. Children have opportunities to develop independence. They help themselves to their food, pour their own drinks and clear away the plates and cups after they have eaten. Teatime is sociable and children chat to staff about the day they have had at school and what they are going to do while at the club. This helps children to be articulate and use their speaking skills well.
- The manager regularly observes staff as they interact and play with children. She provides staff with helpful advice to support their future performance. All staff complete regular training. They are keen to keep up to date with new information and continue to build on their skills and knowledge. For example, they recently learned about how to extend children's play outside in the winter. They provided light-up balls and torches so the children could play outside in the dark.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure knowledge and understanding of the safeguarding and child protection policies. They attend regular safeguarding training to ensure that their knowledge is up to date. Staff know who to contact for advice and how to raise and follow up any potential concerns. Staff understand other issues relating to safeguarding children, such as the 'Prevent' duty and female genital mutilation. The manager and committee ensure that robust recruitment procedures are in place. They carry out suitability checks to ensure that the adults working with the children are suitable to do so.

Setting details

Unique reference number	206299
Local authority	Derbyshire
Inspection number	10265111
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	28
Number of children on roll	72
Name of registered person	The Pottery Out of School Scheme Committee
Registered person unique reference number	RP908631
Telephone number	07973 850678
Date of previous inspection	25 May 2017

Information about this early years setting

Pottery After School Scheme registered in 1996. The club is located in Belper, Derbyshire. The club is open Monday to Friday, 7.30am until 8.45am and 3pm until 6pm in term time only. The club employs eight members of staff, of whom, six hold a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the areas where the children play.
- The inspector observed interactions between staff and children during activities.
- Children and staff spoke to the inspector at appropriate times during the inspection.
- Parents spoke to the inspector and she took account of their views.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.

We carried out this inspection 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.

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