

# Totterdown Children's Community Workshop

Wells Road, Bristol, BS4 2AG

<b>Inspection date</b>	30/10/2013
Previous inspection date	17/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 have a suitable knowledge and understanding of safeguarding procedures and the setting's policy, which means children are appropriately safeguarded.
- Children's experiences are adequately promoted through suitable planning and organisation of activities such as cooking.
- Staff manage children's behaviour through clear direction, as a result children are well behaved and generally understand the rules of the setting.

### It is not yet good because

- Staff do not help children to understand that by leaving resources on the floor they are causing a potential hazard for other children, such as slipping on paper.
- Books are not attractively displayed and the area is not inviting, so children are not able to easily access books.
- Children are not helped to understand about timescales, such as being able to complete activities ready for meal times and when they spend time on the computer.

## 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 in three rooms in the building.
- The inspector had discussions with the manager, chairperson, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector took the views of parents into account from questionnaires.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, staff records, risk assessments and activity planning.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

Totterdown Children's Community Workshop was originally registered in 1979. It re-registered in 2012 after relocating to operate from the lower floors of the Holy Nativity Church in Totterdown, Bristol. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Access to the premises is limited as all rooms are accessed by steps and there is no lift. Children have access to three rooms and an outdoor area. The workshop serves Totterdown and surrounding areas. Children from Hillcrest Primary School attend the setting. The workshop is open each weekday from 3.30 pm until 5.45 pm during term time. The workshop is open each weekday during school holidays, except between Christmas and New Year, from 8.30 am until 5.45 pm. There are currently 184 children on roll; of these seven are in the early years age range. It is a committee run group, which employs seven members of staff to work directly with the children. Five members of staff hold relevant childcare qualifications at level 2 and 3. The group also has an administrator.

### What the setting needs to do to improve further

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

- ensure staff support children in their understanding about how to minimise risks around the setting, for example, by encouraging them to tidy up resources through the day.

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

- encourage and develop children's interests in books by making them easy to access and inviting
- develop ways to help children understand the concept of time with particular reference to when it is time for lunch or snacks and using the computer.

## Inspection judgements

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

Children enjoy their time at the setting. They make friends quickly and interact well with both each other and the staff. Activities provided are suitable and interesting for the children. They have a wide choice of activities on offer, which means children can choose

their own play. For example, a group of children enjoy developing their imagination with wooden blocks; they happily work together building the bricks into a swimming pool, with changing rooms and a diving board. Interactions between the staff and children are satisfactory as staff ask children open questions which helps them to think and problem solve. For example, a member of staff asks children 'why do we have lifeguards at swimming pools?' a younger child replies 'in case any burglars come'. Children have access to computer games and play stations. During the session some attempt is made to encourage children to take turns on the computer. However, this does not always work unless a member of staff closely monitors the older children and reminds them to take turns. This means that children are not being encouraged to develop a sense of time for how long they have been on the computer. When reminded older children do take turns and help the younger children with the games on the computer. Staff also do not give children warnings about how long they have got left to play or to finish an activity before lunch time. This means that some children are not given time to finish what they have been involved in, to fully develop their learning and development at these times.

Children enjoy role play and have a lovely time, playing imaginatively with dolls, dressing up resources and acting out familiar scenes. However, when children decide they want to incorporate the books in their role play, they are unable to access these easily. The books are pushed into a box, that is uninviting and many books are damaged. This results in children just taking the first book that is easy to reach, which may not always be the one they are looking for. Overall, children do not access the books during the session. There is not a cosy, inviting area where children can access and look at books alone or with an adult. This means that children are not learning to respect books or encouraged to look at the written word to develop their literacy skills further. Children have suitable opportunities to develop their creativity through using the large collection of recycled materials to design and make models with. The children draw, colour and use tools effectively, such as scissors, tape and glue to create designs of their own. Older children often help the younger ones as they learn to use tape or scissors appropriately. Through the effective planning of activities, children keep engaged and occupied at all times, for example, during cooking activities when they enjoy making soup.

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

Children are confident, happy and state they enjoy their time at the setting. The key person system is being developed so it is more effective in supporting the youngest children's needs. The new deputy has taken over the role of being the key person for the younger children. She is beginning to get to know the children and their families. She is starting to build effective relationships with the children. She gains information about starting points for learning, likes and dislikes for the children and records information about their achievements. This enables her to then plan for their next steps and interests, so they make progress in their learning and development through play.

Staff provide healthy snacks and drinks for the children and are fully aware of individual dietary needs. Recent changes to snack time mean that children are more involved in the process. After hand washing, children are able to butter their own toast and choose their

own spreads. Older children help the younger children with spreading butter and jam. Children help themselves to drinks and older children take round more food when asked so that everyone eats and drinks well. Children are suitably behaved during snack times. During lunchtime, children sit well and the deployment of staff is appropriate, with staff sitting at the table and eating with the children. This creates a positive social experience for all of the children and adults. Children are reminded not to share their packed lunches with their friends, as they may give their friend something they are not allowed to eat. When some children finish their lunch before others, a member of staff keeps them occupied well with a game of seeing how far they can fly the paper aeroplanes they have made.

Children are beginning to show a suitable understanding about personal hygiene procedures, such as using soap for washing their hands before meals. Children understand about keeping safe, as staff go through emergency evacuation procedures in the mornings of the holiday play scheme. When being collected from school, children understand they need to wear high visibility jackets and walk in pairs. Children enjoy fresh air and exercise when walking to the setting from school, playing in the nearby park, and when going on outings during the holiday play scheme.

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

The setting has undergone many recent changes in the management committee and with the appointment of a new manager. The actions set at the previous inspection have been successfully addressed. This has had a positive impact on the children's welfare as both the manager and chairperson of the committee have a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, they keep Ofsted informed of any changes to the nominated person and about any serious incidents that may occur. Staff are suitably qualified and checked to ensure they are suitable to work with children. An effective induction system has been introduced, which means that all new staff are fully informed about the setting's policies and procedures. A new system has been introduced for the appraisal of staff to help drive improvement in the quality of the provision. This means that staff supervision takes place regularly and all training needs are clearly identified and addressed. Staff are becoming more confident and as result, activity planning is more focused around the needs of the children that attend both the holiday club and the out-of-school club. Self-evaluation of the setting is currently being put into place and the setting is in the process of joining a quality assurance scheme to help them identify priorities for improvement that will have a positive impact on the outcomes for children. The manager and committee have a vision for the future of the setting and the changes they would like to make in the future to raise standards in the provision for children.

The manager and staff have a suitable knowledge of how to safeguard children. They are adequately aware of the procedures to follow in the event of concerns being raised about children in their care or allegations against members of staff to safeguard every child.

Children's safety in the building is secure, through clear procedures, such as staff checking the identification of anyone who comes into the setting. Staff regularly carry out suitable risk assessments, and, as a result, procedures for the collection of children from school have recently been changed to help ensure children's safety. However, staff do not always support children in their understanding about hazards around the rooms, for example, at times the room becomes messy with resources left on the floor. These can cause a trip and slip hazard and instead of reminding children to put things away, staff tidy up themselves.

There are effective partnerships with parents and the local school. Staff recently used questionnaires for parents to gather information about how they feel about the changes recently made. Overall parents' comments are very positive. They comment about how the club has changed for the better, the range of activities is much better, and their children are enjoying attending. Children spoken to indicate they are happy at the setting and comment how they like what is on offer. Parents receive information through newsletters, items put up on a notice board, the website and through a daily exchange of information with the staff.

### **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	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

<b>Unique reference number</b>	EY445158
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	900774
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	184
<b>Name of provider</b>	Totterdown Children's Community Workshop Committee
<b>Date of previous inspection</b>	17/10/2012
<b>Telephone number</b>	07760724893

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

