

Totterdown Children's Community Workshop

Wells Road, Bristol, BS4 2AG

Inspection date	17/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	4 Not Applicable
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff lack knowledge and understanding of the setting's safeguarding policy and procedure which compromises children's welfare.
- There is no system in place to appraise staff, identify their training needs and provide opportunities for staff development.
- There is no system of self-evaluation in place to monitor the quality of the provision and identify areas for development.
- Children's experiences are adversely affected by poor planning and management of activities, for example at snack time.
- Staff do not manage children's behaviour well in large groups leaving younger children poorly supported at times.
- Ofsted have not been notified of changes to the nominated person.

It has the following strengths

- Children benefit from spacious accommodation and a wide range of activities.
- At times, children enjoy supportive interactions with staff.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke with the acting manager and all members of staff working with children at appropriate times during the inspection.
- The inspector spoke with children and observed their play.
- The inspector requested and examined those documents and records that were available.
- The inspector requested that the nominated person be contacted to attend during the inspection, this was not possible.
- The inspector spoke to one parent.

Inspector

2012-10-17

Full Report

Information about the setting

The Totterdown Children's Community Workshop was originally registered in 1979. It has recently relocated and now runs on the lower floors of the Holy Nativity Church in Totterdown, Bristol. Access to the premises is limited as all rooms are accessed by steps; there is no lift. Children have access to an outdoor area. The workshop serves Totterdown

and surrounding areas. Children from Hillcrest Primary School attend the setting. The workshop is open Monday to Friday 3.30pm to 5.45pm during term time and during school holidays 8.30am to 5.45pm. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll, of whom 17 are in the early years age range. It is a committee run group which employs four members of staff to work directly with the children, three of whom have relevant childcare qualifications to at least level 2.

What the setting needs to do to improve further

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

- ensure effective organisation of routines and activities to support all children's well-being by ensuring staff deployment and the grouping of children is efficient and effective.
- ensure that all staff have a clear understanding of the safeguarding policy and procedures to protect children and have knowledge of how to implement these.
- ensure the lead practitioner at the setting has attended child protection training, is able to recognise signs of different forms of abuse and is confident to take appropriate action following Local Safeguarding Children Board procedures.
- ensure the safe and efficient running of the setting by maintaining records of staff qualifications, identification checks and vetting procedures to verify that any staff that have not been checked are never left unsupervised with children.
- ensure that records demonstrating staff's suitability to work with children are easily accessible and available for inspection.
- notify Ofsted of any significant changes to the management of the setting, in particular the name of the Nominated Person/Registered Individual.
- ensure that a staff appraisal system is implemented to identify the training needs of staff so they are able to provide a suitable programme of activities which meets the learning, development and welfare needs of children.

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

- improve the organisation of snack time to ensure children's behaviour does not adversely affect others
- implement a system of self-evaluation to monitor the quality of the provision to provide a suitable and enjoyable learning experience for all children.

Inspection judgements

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

Children are not consistently supported due to poor organisation of the setting; staff are not always well deployed to meet individual children's needs. For example, children spend too long sitting waiting for drinks and snacks and staff become distracted trying to manage the behaviour of older children as they get bored. Staff generally offer children a wide variety of activities and resources; some children choose their own play and some enjoy the company of siblings and older friends. For example, a young child happily makes a card alongside older siblings.

The main playroom is very noisy as children enjoy boisterous physical games in a sectioned-off area. This has the effect of making it very difficult for staff to interact with quieter children. Some children do not engage in activities but watch from the side-lines. When staff and children go into the smaller hall, they are able to enjoy interactions that are more positive. For example, a member of staff and a young boy enjoy playing a game of snakes and ladders. The key person helps the child count his moves on the board and they chat together happily, as they share their game.

The key person system is just developing as new children join the setting. The key person for the younger children has started to gain information about their starting points, likes and dislikes. In time, she intends to use this information to maintain records of their development informed by her observations of their achievements. At present staff are not confident in their knowledge of the guidance in Development Matters in the Early Years Foundation Stage guidance and the requirements for learning and development. Staff do not effectively plan activities to meet the needs of individual children. This means that children do not always spend time purposefully and become bored.

Children freely access a wealth of recycled materials from a local scrapstore that stimulate children's creativity. They enjoy acting out familiar scenes in the role play area, with younger children often relying on siblings for support. Staff make sure that the wide range of resources portray positive images of different people and their communities. Children benefit from opportunities to play outside in the adjoining park. Staff talk with reception class teachers and parents to exchange information about children and their activities. This means that the key person is gaining an insight into children's learning and development needs which should enable them to plan more effectively.

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

Children are not yet confident and settled at the setting. Most have only attended for a short time and their needs are not yet fully recognised or met. Staff do not have a confident knowledge of how to plan a programme which is well-balanced and meets children's individual learning and development needs. Children are not always supported to engage in activities or seek help and reassurance. For example, one young child was

not confident to ask help to go to the toilet and was unsure of where to go. Due to poor staff deployment and grouping of children, the child was able to leave the snack hall unobserved.

Staff provide healthy snacks and drinks and are fully aware of children's individual dietary requirements to protect them from allergic reactions. However, they do not involve children in everyday routines, such as preparing snacks and drinks. This means children miss opportunities to develop their self-care and independence skills and contribute to the setting. Staff do not have a suitable understanding of how to manage children's behaviour. This means that older children's disruptive and boisterous play impacts negatively on younger children. For example, staff are distracted from supporting younger children when older ones are running around and hiding under stacks of chairs.

Most children begin to show an understanding about the need for hygiene routines, for example routinely visiting the toilet and washing hands on arrival from school. They learn about safety when practising the fire drill; however, not all children have yet had the opportunity to do so. Children enjoy regular exercise and fresh air when walking to the setting from school and playing in the neighbouring park.

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

The deputy manager is currently acting as manager while the committee appoint a new manager. The management committee and the acting manager do not have a secure understanding and knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. For example, Ofsted have not been informed of changes to the nominated person, as required. The acting manager is aware of her responsibility to make sure staff working with children are suitable to do so. However, although some staff have relevant qualifications, the acting manager is unable to verify this as records of staff qualifications and details of recruitment procedures are not currently available for inspection. All staff are aware that new members of staff are not allowed to work unsupervised with children until they have been fully checked and records are maintained of Criminal Record Bureau checks. The induction process is not fully effective and some staff are not fully informed of policies and procedures, such as safeguarding. There is no system in place to appraise staff performance or identify training needs. This has led to the poor knowledge of some staff about planning for children's learning and development or effective behaviour management. The acting manager and committee have not evaluated the quality of the setting to monitor the effectiveness of the learning programme or areas for development. This means that although a broad range of activities is on offer, there is no system to monitor how well children's learning needs are being met.

Staff have an inconsistent knowledge of how to safeguard children and are not confident about the procedure they should follow in case of concerns about a child or allegations against staff members. Therefore, children's welfare cannot be assured in the event of a child protection concern. Children's safety is secured through regular checks of the

building and sensible procedures when walking from school to the setting. There are suitable procedures in place for the administration of medication and to record children's attendance. Staff have built effective partnerships with the local school from which children are collected. They talk with reception class teachers and learn about school activities which they can continue in the setting. Staff maintain records of accidents and pass on injury forms from school to parents. Key persons obtain information from parents about children's health, dietary and cultural needs at placement. Key persons build relationships with parents who provide consents for children to join in outings and identify those adults authorised to collect children from the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (Compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (Arrangements for safeguarding children) (Compulsory part of the Childcare Register)
- inform Ofsted of any changes to the nominated person of a childcare provision (Changes to people) (Compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (Voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (Arrangements for safeguarding children) (Voluntary part of the Childcare Register)
- inform Ofsted of any changes to the nominated person of a childcare provision (Changes to people) (Voluntary part of the Childcare Register)

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. 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	EY445158
Local authority	Bristol City
Inspection number	790642

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	101
Name of provider	Totterdown Children's Community Workshop
Date of previous inspection	Not applicable
Telephone number	07760724893

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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 that are usually their 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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