

# First Steps Twerton Children's centre

Inspection report for early years provision

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**Unique reference number** EY268656  
**Inspection date** 21/11/2011  
**Inspector** Debbie Starr

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

First Steps Twerton Children's Centre was re-registered in July 2004. It is located within a purpose built two storey building in Twerton, Bath, Bath and North East Somerset. Children have access to enclosed outside play areas. The nursery is managed as part of the children's centre by First Steps (Bath), a registered charity and company, which also runs one other children's centre in the area.

The nursery opens Monday to Friday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 128 children on roll. The nursery offers support to children who have special educational needs and/or disabilities and those children who are learning to speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years.

The children's centre nursery employs 17 staff of whom 13 hold appropriate early years qualifications; level 3 or above. Of these, two are qualified teachers and two have achieved Early Years Practitioner status; one member of staff holds an Early Years Foundation Degree. Of the remaining staff, one holds a level 2 and two are working towards an early years qualification. There is one unqualified member of staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively overall. Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Positive partnerships with parents and highly effective links with external agencies and other early years providers contributes significantly overall to ensuring continuity in children's care, learning and development. The nursery demonstrates a strong capacity for continuous improvement through effective review and reflection of the provision that brings about good outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a consistent approach to identifying next steps in learning in order to plan activities that offer suitable challenges for all children

- review routines to promote children's understanding of healthy lifestyles and procedures that safeguard children's health with regard to access to the baby room and hygiene routines.

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

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction, ongoing training and review by staff ensure that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Staff are vigilant in assessing risk and safeguarding children's welfare overall. This is well demonstrated through procedures, such as security arrangements on entering the premises and individual play rooms, daily visual checks of the premises and the secure storage of mobile phones. Young children's health is not fully safeguarded at all times because, although staff working in the baby room change their footwear, others entering this area wear their outside shoes. Required records are well maintained and shared with parents. Ongoing review of the environment by staff ensures children easily access an interesting range of good quality, well organized toys and resources that support their learning both inside and outside. Staff create an inclusive environment for each child through their good knowledge of individual children's backgrounds and needs. Children's home languages and diverse cultural backgrounds are supported well overall, through the use of significant words, symbol cards, resources and activities that reflect aspects of their own and others cultures.

Highly positive partnerships with parents are established and children's individual needs are identified and supported well overall. Parents are well informed of the nursery's working practices through regular clear informative documentation and displays, daily discussion with staff about children's welfare and involvement in activities and achievements and regular review meetings. Parents participate in focused activities, such as bedtime storytelling sessions that promote their understanding of the importance of communication and literacy and are given suggestions such as 'top tips for talking'. Children's experiences are enhanced through highly effective partnerships with an extensive range of other professionals and other early years providers with whom staff form highly collaborative links to ensure that each child is given the support they need.

The motivated management and staff team make effective use of ongoing self-evaluation that includes a recognised quality assurance scheme, the views of parents and children, and professional practitioner meetings to reflect upon the provision. Future actions are well chosen and carefully planned so that the impact is evident. Recent improvements include links with local feeder schools to support children's transition and the on-going development of the range of experiences on offer and involvement in community based activities to promote literacy and communication, such as story making and a local children's festival. The management team and governing board have a clear vision for the future and have high expectations of staff that are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children of all ages form strong attachments to staff and are at ease and secure within the nursery. Close working with parents ensures that routines for babies and young children are consistent with home. Most children throughout the nursery make good progress because staff use their good knowledge and understanding of how children learn to effectively support and promote their development through activities that reflect their interests. Most staff make effective use of their regular observations of what children know and do across the six areas of learning to identify individual children's next steps in learning. Babies are intrigued and supported effectively by staff to explore the world around them through their senses. They are curious about the feel and taste of cornflower and are intrigued when water and paint is added and mixed. Children develop coordination and control as they stir, make patterns and pour using a wide range of equipment. Good interaction between staff and children encourages them to explore different textures and objects in treasure baskets. Small group activities, such as rhyme time supports young children's listening skills and provides opportunities to make choices and take turns. Young children join in with familiar songs and rhymes and attempt to follow actions. Older children enthusiastically make choices. They understand that print has meaning as they make and mark their own personal name labels. They use scissors and a tape dispenser effectively and safely to attach string and demonstrate a good understanding of how equipment works when taking each other's photographs. Children's curiosity is fostered through effective use of props and open-ended questioning that supports them to explore, count and compare an interesting range of items such as sea shells, stones, coconut shells and wooden eggs.

Children show a good understanding of how to keep themselves safe within the nursery; for example, when walking between rooms and regular practise of the evacuation procedures. They climb equipment in the garden safely and manoeuvre sit-and-ride toys without collision. Activities focused on road safety alongside regular 'walk to nursery days' supports children's understanding of how they keep themselves safe through their daily experiences. Most children demonstrate a good understanding of healthy lifestyles. They develop a good understanding of the importance of regular exercise through a wide range of physical activities both inside and outside that they enjoy and engage in through free-flow and adult-led play in the fresh air. For example, they are supported well to use challenging equipment, such as a variety of climbing frames and balance beams that they join together. They develop skills to support their weight using ropes when participating in Forest School sessions. Children enjoy nourishing, balanced, freshly prepared meals that take full account of their dietary needs and include, at times, food they have grown themselves. The support for children to follow suitable good hygiene routines however, is not consistent throughout the nursery. Children respond well to the frequent praise and clear and consistent approach of staff, consequently their behaviour is good. Children show consideration for each other, and effective use of sand timers and use of hand signals, such as stop, supports them to play cooperatively together, take turns and share. Consequently they

develop good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met