

First Steps Twerton Children's centre

Woodhouse Road, Bath, Avon BA2 1SY



Inspection date	23 August 2018
Previous inspection date	20 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Children are well cared for by the friendly and attentive staff. Staff take the time to get to know the children and spend good-quality time supporting them in their activities. Their close relationships foster children's confidence and well-being.
- Children and babies are eager to explore the stimulating environment and motivated to develop their skills. They have access to a wide range of good-quality resources which provides them with exciting and interesting play opportunities, inside and outdoors.
- Staff observe children as they play, tracking their achievements closely. They know children really well. They follow their interests and focus carefully on their individual learning needs. Children make good progress from their starting points.
- The management team works closely with senior staff from the other setting in their group to share ideas and enhance their practice. They have clear development plans to help them lead ongoing improvements to the quality of the provision.
- Staff have effective partnerships with parents. They work hard to support an ongoing two-way flow of information with them. Staff liaise closely with external agencies and other settings children attend to ensure all children get the support they need.

It is not yet outstanding because:

- At times, staff in the pre-school room do not adapt adult-led activities well enough to ensure that they fully interest and engage all children in their learning.
- The manager and senior staff do not focus sharply on supporting staff as effectively as they could to identify and share good practice and raise the quality of teaching further.

What the setting needs to do to improve further

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

- develop the support children receive during adult-led activities to interest and engage them all consistently
- review the procedures for monitoring staff practice to develop the consistency of their teaching and support for children further.

Inspection activities

- The inspector observed activities in all of the main play rooms, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff understand their responsibilities to keep children safe from harm. They are vigilant at all times to the safety of the children and complete thorough risk assessments. The management team observes staff practice, undertakes supervision meetings and, overall, focuses well on developing staff skills. They support staff to undertake some additional training, such as to gain ideas of further ways to teach children about the natural world. The manager and senior staff scrutinise children's progress and the effectiveness of the provision to ensure they meet children's changing needs. They make good use of additional funding to help improve outcomes for children and effectively support children with a complex and diverse range of needs.

Quality of teaching, learning and assessment is good

Staff encourage children to develop their motor skills and early writing skills effectively. For example, babies develop their confidence alongside the reassuring support of staff. They enjoy the sensory feel of paint with their hands and brushes, starting to make marks. Young children use chunky chalks outside. They experiment wiping off their marks and then making more. Staff act as effective role models. For instance, they link to children's recent experiences, as they draw a spider that they found outside. They inspire children to make purposeful marks, forming shapes and connecting lines to create their own spider. Older children use resources available to support their imaginative play with friends. For example, they carry clipboards and pens, making marks and forming letters and say they are, 'Going to work'.

Personal development, behaviour and welfare are good

Children behave well. Staff use focused activities to offer children interesting ways to explore their emotions and develop their self-awareness. They use discussion and negotiation effectively to help children to share toys and take turns with others. This includes children whose needs require perceptive intervention and extra support. Staff actively involve children in nursery routines to develop their independence. For instance, children tidy away the toys and serve themselves food at mealtimes. Staff offer children interesting resources outdoors and encourage them to be active. For example, children build with large items, they form walls and enclosures, and create seats for their imaginary train. Staff provide interesting activities, such as sports sessions and outdoor learning sessions at a woodland nearby.

Outcomes for children are good

Children's communication, language and social skills develop effectively, including those children who learn English as an additional language. Babies learn new words and young children count with increasing confidence. Older children talk and share their experiences in a group and learn the initial sounds to letters. Children learn to appreciate the company of others as they enjoy social mealtimes and take turns in conversation. Two-year-old children in receipt of funding make progress that is better than is typical for their age. Children who have special educational needs and/or disabilities receive close support to reach their potential. Children gain good skills in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	EY268656
Local authority	Bath and North East Somerset Council
Inspection number	10061477
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 6
Total number of places	71
Number of children on roll	125
Name of registered person	First Steps (Bath)
Registered person unique reference number	RP902756
Date of previous inspection	20 July 2015
Telephone number	01225 444791

First Steps Twerton Children's Centre registered in 2004. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to 6, including two with early years teacher status and two with qualified teacher status. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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