

Totterdown Children's Community Workshop

Unique reference number (URN): EY445158

Address: Wells Road, Bristol, BS4 2AG

Type: Childcare on non-domestic premises

Registered with Ofsted: 16/04/2012

Registers: EYR, CCR, VCR

Registered person: Totterdown Children's Community Workshop Committee

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Leaders and staff set clear and consistent routines and boundaries so that all children, including those who face barriers to their learning, know what is expected of them. These routines are simple and easy for children to follow. This helps them to feel secure and understand how to behave. Staff explain expectations calmly and consistently, giving children clear messages about how to act and how to keep themselves safe. As routines are well established, children understand what will happen next, which helps the session run smoothly. For example, when children arrive at the meeting point at school, they put on their high-visibility vests straight away. This means staff can supervise them safely as they walk back to the workshop. Leaders monitor children's attendance closely, they work well with parents and the school to ensure that they are aware of children's absences.

Overall, children behave well in the setting. They show patience when waiting for their turn with resources and take part in activities sensibly. Children are polite, friendly and kind to one another. Older children act as positive role models and often include younger children in their games. This helps them to feel confident and part of the group. Staff build warm and trusting relationships with children. This supports positive behaviour and helps children to feel valued. As a result, the environment is generally calm, inclusive and supportive, allowing all children to enjoy their time at workshop. However, at times, staff have not reviewed the organisation of some routines to prevent unnecessary disruption to children's play. For example, children have to wait for staff to serve snack. This leads to some excitement and reduces the calmness of the session.

Children's welfare and wellbeing

Expected standard 

Overall, leaders and staff prioritise children's welfare and wellbeing. They gather important information about children before they start. Staff continue to update this as children attend the workshop. This includes details such as children's allergies, dietary needs and any additional support they may require. Having this information helps staff to meet each child's individual needs effectively and ensures children are kept safe. Leaders and staff also review their policies and procedures regularly to make sure they are following current guidance.

The walk back from school is a well-established routine. Children typically walk calmly together and wait for staff support, when crossing the road. This helps to keep them safe and ensures the journey runs smoothly. Children manage their personal hygiene well and generally understand why it is important. They wash their hands when they arrive and before eating. Leaders and staff encourage children to make healthy choices. Children enjoy nutritious snacks and benefit from regular physical activity. They enjoy regular trips to the park. When the weather is too warm, staff create safe indoor spaces for ball games and football so children can stay active and engaged. These opportunities support children's health, wellbeing and enjoyment at the workshop.

Inclusion

Expected standard 

Leaders and staff create an inclusive environment, where all children, regardless of age, ability or need, receive support to participate fully in the provision. They work closely with parents and carers and other professionals to gather detailed information about children's needs and the barriers they may face. This enables them to develop a secure understanding of each child's needs and ensures these are accurately identified and met.

Staff make thoughtful adaptations to their practice so that all children can participate safely and fully alongside their peers. For example, they work closely with teachers to determine how best to support children. Staff create support plans for children, who require additional help to keep them safe. Although staff work closely with some parents this practice is not as consistent for all parents.

Staff build trusting relationships with children. This helps them to understand each child's individual needs, including their likes, interests and preferred ways of engaging. Staff use information from local records to become familiar with the cultures and languages spoken in their community. They add this information to their welcome boards to reflect the diversity of their community.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the provision. They work diligently to ensure that children's experiences are positive and safe. Leaders follow robust recruitment procedures, and induction processes help new staff feel well prepared for their roles. Staff report that they feel happy in their roles and valued as part of the team. Leaders also ensure that staff receive the support and guidance they need. Each member of staff is paired with a mentor, who offers reassurance, advice and practical help whenever needed.

Staff benefit from regular training opportunities and are encouraged to choose areas of development that interest them. They speak positively about recent behaviour training, explaining that it has helped them better understand the different ways children may present and how to support their individual needs. This reflective approach contributes to a calm and nurturing environment, where children feel understood and supported.

Leaders organise welcome events for new families. This gives children the chance to visit the setting, explore the environment and meet the staff before they start. Parents and carers reflect positively on these opportunities, noting that they help children feel more confident and settled. While there are some positive examples of partnership working, leaders have not fully considered how these could be developed further to strengthen communication and engagement with existing parents. For instance, parents are unaware of changes within the staff team. Although younger children have a key person this is not routinely shared with parents and they are not informed about some details regarding who is caring for their children.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children come out of school happy and excited to see the staff who collect them. The friendly and welcoming staff greet each child cheerfully and take time to ask about their day. Staff show genuine interest in what matters to children. This helps children to feel valued and listened to from the moment they arrive. Children appear comfortable and settled as they walk to workshop. They follow familiar routines that help them to feel safe and confident.

Once at workshop, children quickly relax into the environment. They enjoy choosing from a range of activities and spending time with their friends. Many children show enthusiasm for creative and hands-on experiences. They eagerly join in with activities, such as making stress balls using flour and balloons. Children chat happily with staff as they work. Other children prefer quieter moments after a busy school day. For example, they enjoy looking at books or finding a calm space to unwind. Staff notice these preferences and support children sensitively, allowing them to follow their own interests.

After snack time, children are re-energised and ready for more active play. They enjoy football, chasing games and other physical activities that allow them to burn off energy and have fun together. Staff respond well to children's interests. They rotate resources and help children to choose what they would like to play with next. Older children naturally include younger ones, creating a friendly and supportive atmosphere, where everyone feels part of the group. Throughout the session, children experience warm interactions, consistent routines and a sense of belonging. This helps them to feel secure, confident and happy during their time at the workshop.

Next steps

- Leaders should implement more effective procedures for sharing information with parents and carers to strengthen partnership working more consistently.
 - Leaders should develop the organisation of some activities and routines to make better use of children's time and engagement in play.
-

About this inspection

The inspector spoke with leaders, staff, children and parents and carers during the inspection.

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.

Inspector:

Victoria Nicolson

About this setting

Unique reference number (URN): EY445158

Address:
Wells Road
Bristol
BS4 2AG

Type: Childcare on non-domestic premises

Registration date: 16/04/2012

Registered person: Totterdown Children's Community Workshop Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 15:30 - 18:00

Local authority: Bristol City of

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 23 June 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

30

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright